

Stories from the Great Library

Bible Stories for Use with Children from Six
to Twelve in the Daily Vacation Bible School

BY

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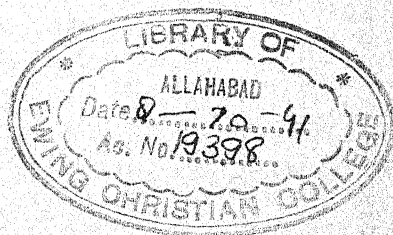
WITH

A PROGRAM OF PROJECTS FOR BOYS AND GIRLS

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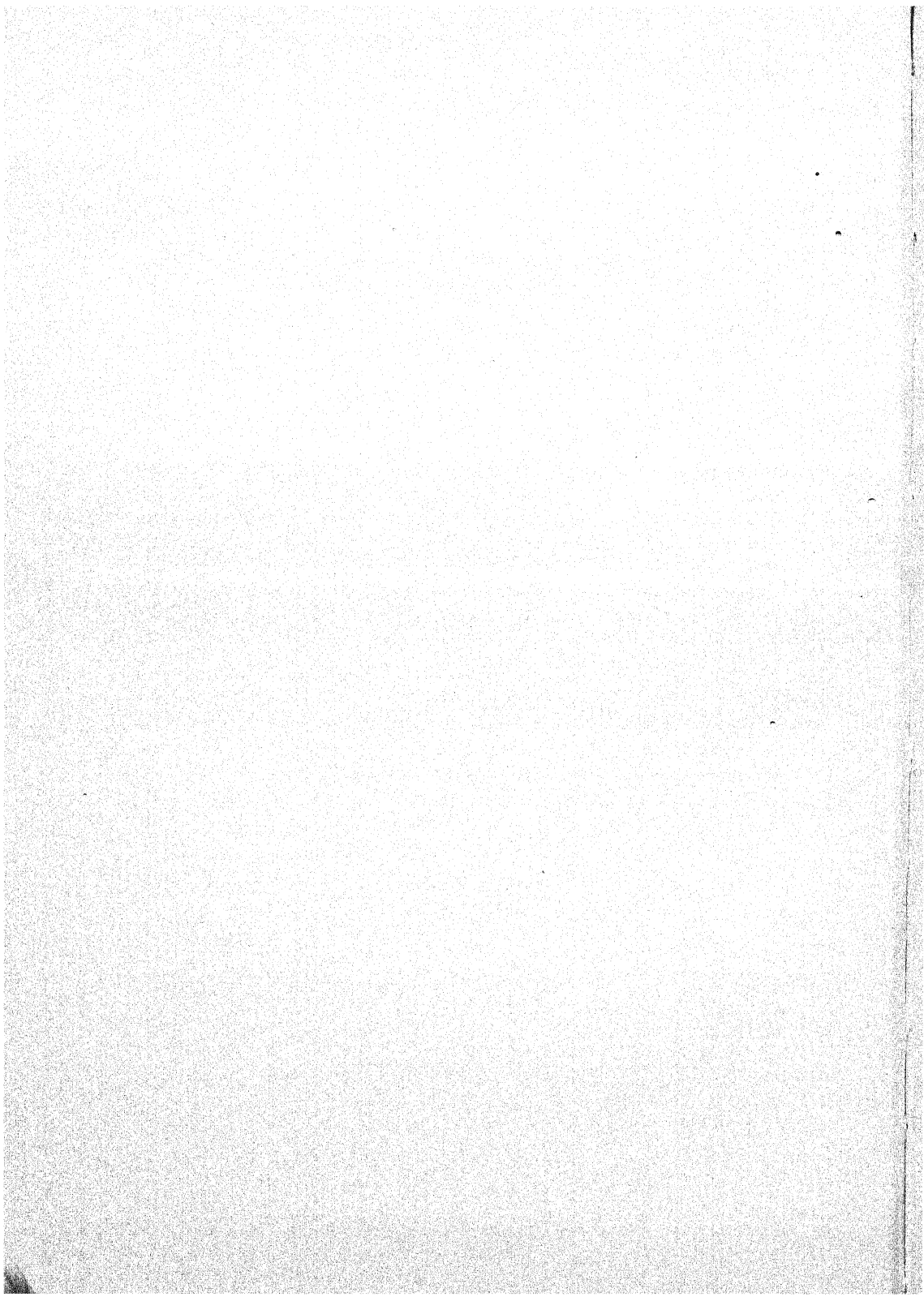
1926

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TO THE CHILDREN OF AMERICA
THIS BOOK IS AFFECTIONATELY DEDICATED

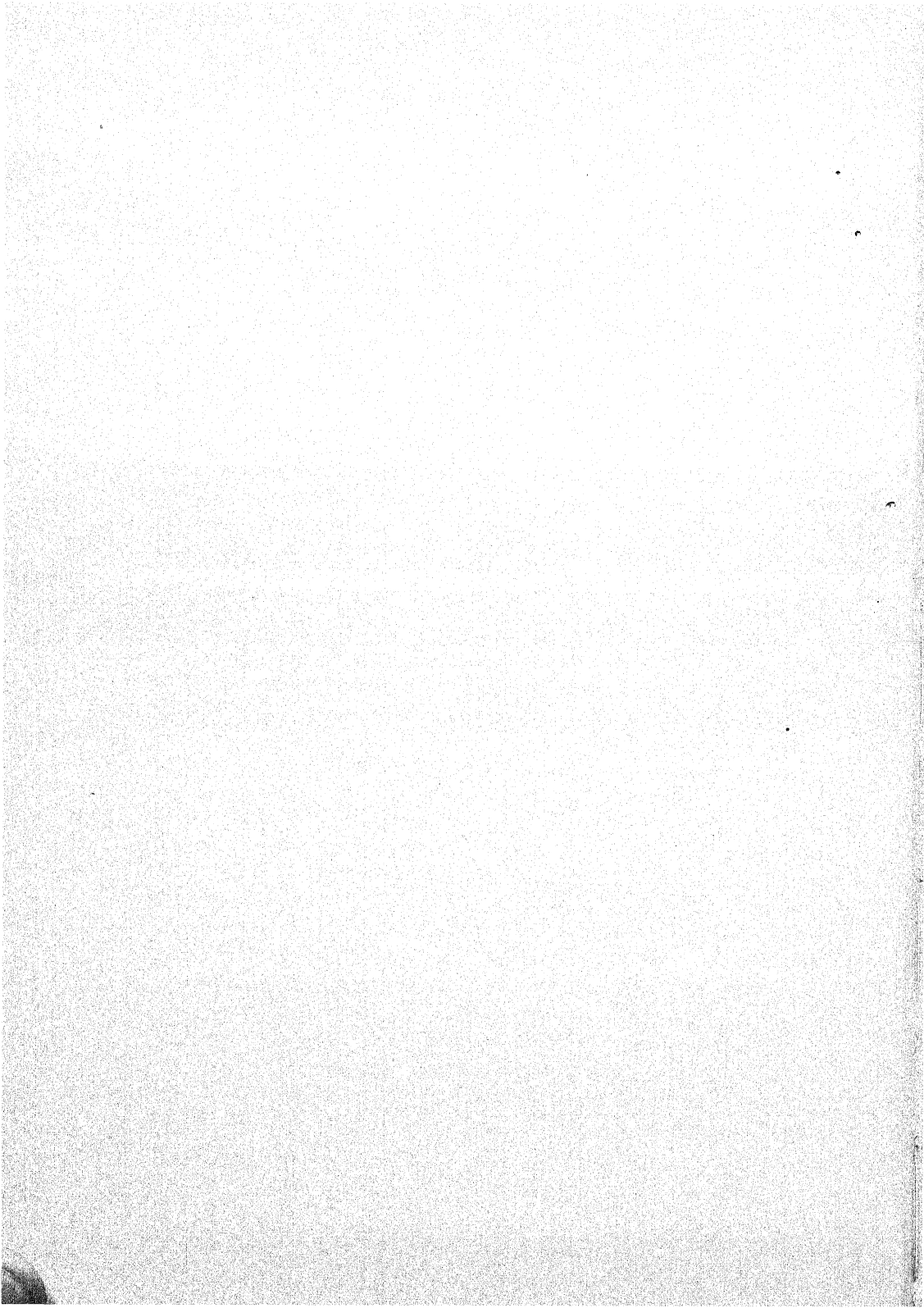


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PART I
INTRODUCTION



PART I

INTRODUCTION

THE DAILY VACATION BIBLE SCHOOL

The Daily Vacation Bible School, though of comparatively recent origin, has within the period of its brief existence become an integral part of the educational program of the Protestant Churches. At first looked upon as a means of doing some good for the many underprivileged children of large cities, then, later, made a missionary agency to break down prejudices and win confidence in difficult neighborhoods, it is now an accepted part of the average church's program of religious education, and is responsible in no small way for the new and increasing emphasis laid on week-day religious instruction.

To aid all those who never before have had the pleasure of conducting a school, and a further group who feel the need of a simple program book based upon Bible stories, this work is offered. It is designed for use in communities where facilities are limited, but where there is an earnest desire on the part of a few people to do something definite for children in the summer time. It is based upon a series of Bible stories, and incorporates a program of "hand-work," as it is sometimes called, or projects in which the children will find delight. Music, memory work, suggested forms of worship are given, and it is the hope of those who have participated in its preparation that the inexperienced teacher will find in its suggestions sufficient help to enable her to carry out a program with children which will leave in their hearts the spirit and purpose of the Lord Jesus Christ.

THE SEASON FOR THE SCHOOL

The Daily Vacation Bible School is held, as its name would suggest, in the period of the summer vacation. It may be conducted for any number of weeks that local conditions may demand. The stand-

ard term is one of five weeks, and in some quarters there is a tendency to run the school even longer, but the length of the school term must always be determined by the situation faced in the community. Farming neighborhoods or mining towns will offer problems different from those met in cities or residential neighborhoods. The effort, however, should be to run the school as long as possible, and to aim at a standard that will make the work the children do really worth while. Five weeks, or four weeks, of Bible instruction are better than two weeks, for in them more impressions can be made, more lessons learned, and character developed in a way that in a shorter period would be impossible.

ORGANIZATION

The first step in the organization of a Daily Vacation Bible School may be taken by a small group of persons in a community or a church. If in a church, secure the coöperation of the pastor, and also the assistance of the denominational headquarters. The committee should decide upon the type of school desired, the length of the time the school will be conducted, and the teachers and meeting place that may be available.

The place in which the school is to be held will be determined by local conditions. If there is a church building, use it. If there is no such building, the local school authorities may permit the use of the public school or a part of that building for the summer. If neither of these can be secured, a storeroom, a cottage, or any building where the conditions are clean and wholesome may be selected. Some schools have been conducted in tents, and outdoors, although the latter means no sessions when it rains.

The teachers ought to have some preparation. The ideal toward which all schools work is a well trained and well equipped teaching staff. This comes after experience—but where the need of a school is felt, and there are a few consecrated people who are willing to learn and work, a program can be put on and many children helped.

If there is only a small group of children to be cared for, a principal and assistant can take care of the school. If there are fifty or more children, there should be a principal, an assistant, and a kindergartner. The principal can take care of the boys, the assistant of the girls, and the kindergartner of the little children under eight.

A few suggested groups of workers are given for guidance:

1. For a one-room school of twenty children:

An adult teacher, and one or two assistants—younger persons if desired, such as high-school girls—one of these to play the piano.

2. For a group of fifty to sixty children:

a. The kindergarten group:

A teacher and an assistant.

b. The boys above seven:

A teacher—who may be the principal—and a helper.

c. The girls above seven:

A teacher—the assistant principal—and a helper.

In this group one teacher should be able to play the piano for the music period, worship, et cetera. Another person should be responsible for the songs.

3. For a group of a hundred children:

a. The kindergarten:

Teacher and assistant.

b. Primary group:

Superintendent and helpers.

c. Junior group:

Boys—teacher and helper.

Girls—teacher and helper.

d. Intermediate—if any:

A teacher—who may be the principal.

Special duties assigned to above in addition to their classes involve conduct of the worship period, music, piano, supplies, and other duties connected with the program.

A community school in which various churches of the community will participate may appear more feasible. In that case a general committee representing the different groups may be selected, and given control of the undertaking. The organization of the school will proceed as suggested above.

Where there is only one room in which to hold the school, the problem of holding classes such as suggested becomes quite difficult. There will then be, of necessity, a general assembly, music and Bible for all, and separate groups for the children in their handwork. The little children may be taught outdoors, or in some neighboring build-

ing if available. Under conditions such as these the ingenuity of the teachers in meeting difficult situations will be tested. Successful schools are conducted under just such handicaps. Let this encourage the teachers.

Where there are two or three rooms available, the problem of separate classes is greatly simplified. More thorough work will be possible when this building equipment is provided.

EXPENSES

What will a school cost? The answer to this question will depend upon the sort of school desired. If all the teachers must be paid, and there are no resources among the children, the school, if it enrolls about a hundred children, may cost between two and three hundred dollars. If the teachers will volunteer, and if freewill offerings are made and the children contribute some share of the expense, the cost to the church or local committee will be very little.

There are various sources which can become supporting strength for a school. First of all, the church may be willing to take a special offering for the school. A certain Sunday set aside, and prepared for by letter and pulpit and personal appeal, will net a helpful sum. Individuals will gladly contribute if the object is explained. Daily offerings of the children will assist in swelling the fund. A collection on closing night when the exhibition is given will aid materially, and if it seems best to make a small charge for materials used in the handwork, another source of income is assured.

Some very fine schools have been run on as little as twenty-five to fifty dollars, but in each case the services of the teachers were given gladly. The matter of expense is secondary. The great expense is that of workers willing to spend and be spent for the sake of Christ's little ones. Given a few loyal, loving, intelligent spirits, willing to put themselves out to make a Vacation Bible School possible, the first and most necessary outlay has been made.

ADVERTISING THE SCHOOL

After you have decided to conduct a school, the next step is to advertise the school that the children of the community may have an opportunity to enter it. Decide, first of all, whether or not you intend to open your school to the whole community. In some cases it is

impossible to take care of everyone who wishes to enter, but as far as possible try to take care of all children who may desire to enroll.

Cards announcing the opening of the school may be printed and distributed throughout the neighborhood. Personal visitation of the homes, in which the purpose of the school is explained, is a most valuable method of recruiting. A large sign placed before the building and kept there during the period that the school is in session will aid materially. Permitting the children to take home some article made by them the first day or two will also advertise the enterprise.

Some schools have found helpful a parade after the fashion of a Sunday-school parade. Others have secured a window in a store, and have demonstrated some of the occupations of the school to the interest of the passers-by.

The best recruiting force in a Daily Vacation Bible School is a boy or girl who feels happy in the activities of the school. Such a pupil will bring others to the sessions. With him on your side, the publicity of the school will take on a new meaning, and cards, signs, parades, and the like, will all have more effectiveness in winning new members.

Below is given a suggested sign for the school, to be placed outside the building in a prominent place. Have the sign made of oilcloth stretched on a frame, and painted in oils that it may be waterproof.

—BOYS AND GIRLS—

A Daily Vacation Bible School

Will Be Held Here

Every Day Except Saturday

from to

Bible Stories, Songs, Games, Pictures,

Handwork, and a Good Time for All

ALL BOYS AND GIRLS WELCOME

KEEPING THE ROLL

The card reproduced below is the standard enrollment card used in the Daily Vacation Bible Schools of the Presbyterian Church in the U. S. A. As soon as a pupil enrolls, his name should be placed on this card, and all the information asked for filled in by the teacher. The heaviest enrollment will occur on the first day. After that the work of enrolling new pupils will not be so difficult.

Monitors may be appointed to keep the roll. These may be chosen from older children or the more advanced pupils in the school. Attendance should be marked each day. Children should be urged to be present on time, and late comers should be discouraged.

The roll may be taken at such time during the morning as may seem convenient to the leader of the school. The work period has been found to be the best in many centers. A summary of each day's attendance for future reference should be kept. A secretary appointed to look after this will relieve the leader. This secretary might keep a diary of the school, noting the details of each day's program, and summarizing the work of each week for the local committee's information.

FIRST WEEK					SECOND WEEK					THIRD WEEK				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); padding-right: 10px;"> Draw a circle around date on which scholar is enrolled </div> <div style="flex-grow: 1;"> <div style="display: flex; justify-content: space-between;"> <div> Name..... </div> <div> BOY GIRL </div> </div> <div> Address..... Floor..... </div> <div> Age..... Assigned to..... Class </div> <div> Father's nationality (race by language)..... </div> <div> Parents' Church..... Day School..... </div> <div> Sunday School attended..... School Grade..... </div> </div> </div>														
FOURTH WEEK					FIFTH WEEK					SIXTH WEEK				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

A MORNING'S PROGRAM

What is done in a Daily Vacation Bible School? What is the program? The following programs are submitted for the guidance of the leader in the conduct of the school, and are the result of years of experience wherein a simple order of daily exercises for the schools has been worked out. They are based on a few simple interests of the children such as worship, music, Bible instruction, handwork, and patriotism.

SUGGESTED PROGRAMS

I

- 8:30-9:00 Teachers present to receive the children.
8:55-9:00 Children march into the room to music.
(Use the piano. Have some one stationed at the door to see that the children come in quietly. Have the little ones enter first, and the boys last, and have each group seated in a separate section.)
9:00-9:20 Service of worship.
9:20-9:30 Habit talk, memory work.
9:30-9:50 Music period.
9:50-10:20 Bible period.
10:25-11:15 Handwork.
11:15-11:30 Closing exercises.
(Announcements, salute to flag, et cetera.)

II

- 8:30-9:00 Teachers present to receive children.
8:55-9:00 Children march into room to music.
9:00-9:30 Worship period.
a. Worship service.
b. Memory work.
c. Habit talk.
9:30-9:45 Music period.
9:45-10:15 Bible instruction.
a. From platform.
b. In small groups.
10:15-11:30 Handwork.
11:30-11:45 Closing exercises.

The program may be varied, and should be adapted to meet the needs of a school. It is obvious that the same sort of program ought not to be used for a school meeting in one room with but one teacher, and another school with a staff of three or four teachers having as many rooms for their activities.

Effort should be made to use all the periods outside the Bible instruction time to deepen and strengthen the impressions made during that period. Various ways of doing this will suggest themselves to

the resourceful teacher. Notebooks, maps, the use of the sand table, articles made for the children on mission fields, and other forms of expressional work will occur to one as the program proceeds. Study the need of the situation, and endeavor to meet it in such a way that the greatest and most lasting Christian impression will be made in the life of the child.

WORSHIP

Training in worship in the Daily Vacation Bible School is given through the devotional period with which the daily session of the school is opened. This period may be varied according to the needs of each school, but in the main it should contain the following elements: praise, in the singing of selected hymns; prayer, including The Lord's Prayer and one or two set prayers, which may be prepared either by the leader or by the children, thus providing for the self-expression of the children in prayer; Scripture readings, brief and understandable with a few explanatory remarks; offering, wherein the gifts of the children are brought forward and the divine blessing is invoked; benediction, in which all the children may join.

Prefacing the devotional period the school may be brought to attention, standing, by a chord on the piano, and the salute to the flag may be given, following which "America" may be sung or a verse from "The Star-Spangled Banner."

A few suggested orders of service are given herewith. Some elaboration is possible if a junior choir can be organized to lead the singing, and to give occasional solos or choruses.

I

SILENT PRAYER—all heads bowed.

THE LORD'S PRAYER IN CONCERT.

HYMN.

SCRIPTURE LESSON.

THE PRAYER.

HYMN.

THE ANNOUNCEMENTS.

THE OFFERING.

A HYMN.

THE BENEDICTION.

II

SILENCE.

OPENING SCRIPTURE SENTENCES.

LEADER: "The Lord is in his holy temple." (A. V.)

SCHOOL: "Let all the earth keep silence before him." (A. V.)

ALL: "Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O Lord, my strength, and my redeemer." (A. V.)

DOXOLOGY.

HYMN.

CONCERT READING OF A PSALM.

PRAYER, CONCLUDING WITH THE LORD'S PRAYER.

SCRIPTURE LESSON.

ANNOUNCEMENTS.

OFFERING.

HYMN.

BENEDICTION.

III

REFRAIN OF PRAISE. (Use chorus of "Day Is Dying in the West.")

SILENT PRAYER.

THE LORD'S PRAYER.

HYMN.

SCRIPTURE LESSON.

OFFERING.

ANNOUNCEMENTS.

HYMN.

BENEDICTION.

The children should be given an opportunity to take part in prayer in a natural way. Encouragement should be given to those who are willing to lead, or to write prayers to be read as part of the worship period. Definite and real objects of prayer may be called for, such as the illness of some member of the school, the mothers who are at home, and the fathers who are at their places of employ-

ment, and so forth. Keep the language of prayer simple. Pray in such terms as the children understand. Do not be too lengthy in prayer.

The hymns should be selected with care. There should not be a hit-and-miss arrangement of a devotional service, with the leader thumbing the hymn book trying to find something that all can sing. Choose the hymns carefully, having in mind the ability of the children to sing them, and the fitness of the words and music to the theme of the day. Sing them with spirit, and make their meaning clear if there is the least ambiguity in any of the lines. Stories of the hymns will help to fasten the words and music in the minds of the children. A good book full of interesting anecdotes about hymns will help in this connection. Consult the bibliography in the back of the book.

In the reception of the offering keep prominent the spirit of reverence, and make the dedication of the children's gifts a matter of real worship. A few prayers to be used at the reception of the offering are given to suggest to the leader possibilities in this part of the service.

PRAYERS FOR THE DEDICATION OF THE OFFERING

Dear Father, we bring our gifts to thee to be blessed and used in love for others. In Jesus' name. Amen.

Our Father in heaven, we thank thee for every good gift we have received, and pray that these gifts of ours may make others happy through knowing thy love in our Lord Jesus Christ.

Dear Lord, we are happy in sharing our blessings with others. May what we give to thee now be the means of making others happy. In Jesus' name. Amen.

BENEDICTIONS

At the close of the service use some form of benediction to conclude the worship period. The Mizpah benediction, "The Lord watch between me and thee" (A. V.), or the blessing in Numbers 6: 24-26, "The Lord bless thee, and keep thee" (A. V.), are good Scriptural forms. If desired, the benediction may be sung, or a good hymn may be used such as "Lord, Dismiss Us with Thy Blessing."

KINDERGARTEN AGE

It is presumed that the kindergarten children will have their own service of worship. But where this is impossible because of limitations of teaching force or room, an effort should be made to have some elements in the program of worship that will permit the little people to have a part in what takes place. They may contribute a song, or recite Scripture, or participate in some way. At the close of the worship period, if they have been in session with the other children, they should march out to their place of study and games, and there continue their own program under their own leadership.

MUSIC

The music period should be one of the brightest features of the daily program. Not only does real pleasure come from the singing of a variety of songs, but a love for good songs may be instilled and character developed through obedience to the laws of music. The music period, if properly conducted, will help to promote a good spirit and order in the school. If properly organized it will often break the strain of a dark day or relieve a morning tending to restlessness or dullness.

Preparation for this period is important. The pianist and leader should work together in perfect coöperation. Before the morning session opens a complete program of songs to be undertaken in the music period should be prepared, and no room left for guessing what to do next after the first song has been sung. Opportunity may be given the children to call for old favorites, and individual children may be asked to sing a stanza of the hymn or song, with the school uniting in the chorus.

Songs and hymns may be written on large sheets of paper for the purpose of memorization. The size usually used is forty inches by forty-eight inches. The words may be written on heavy manila wrapping paper with a black wax shipping crayon, or painted on with sign painter's ink. The latter process takes more time, but it makes a more legible copy. If paper is not desired, use the blackboard, keeping the words there until they are learned.

The hymn book in use in the Daily Vacation Bible School is "Alleluia," published by the Westminster Press. The Church Hymnal also is used, and where these are not available, other good

books may take their place. Songs may be gathered from many sources. Good folk songs such as "Old Folks at Home," "Polly-Wolly-Doodle," "The Midshipmite," "The Woodpecker," appeal also to the boys and girls. For suggested songbooks see the bibliography given at the end of this book.

The piano is a valuable instrument for directing the children. When they enter the schoolroom at the beginning of the session have them do so to the accompaniment of a good march played on the piano. Let them be seated and have them stand in response to chords. If relaxation is desired through breathing exercises or calisthenics, or rhythmic indoor games, the piano will prove to be of great help. As the groups march from place to place, or from assembly to class work, the musical accompaniment will be found to make for order and brightness in these changes.

VISUALIZATION

Some churches or missions are fortunate enough to possess a stereopticon. If the school where these lessons are used has no lantern, it may be possible to borrow one from the local public school for occasional use. Should the teacher have a lantern at her disposal, use may be made of it at least once a week. It can be made a special surprise and inserted into the program when least expected.

There are many fine sets of slides available. The Board of National Missions and the Board of Foreign Missions of the Presbyterian Church have some good sets of slides which will interest the children. By writing to the offices of each of the above Boards at 156 Fifth Avenue, New York City, information may be secured relative to the available slides. Commercial houses like the Victor Animatograph Company, of Davenport, Iowa, the Keystone View Company, of Meadville, Pennsylvania, and the Charles Beseler Company, of New York City, have good sets which are little more expensive. These may be used occasionally for illustration of Bible stories or review.

The children should be encouraged to make posters, which may be hung about the walls of the building, to illustrate the stories of the Bible studied. Also, a special collection may be taken and a good framed picture purchased, such as the Infant Samuel, by Reynolds, or Hoffmann's Head of Christ, or Christ Among the Doctors, by the

same artist. This picture may be presented to the Church school on the night of the closing exercises of the Vacation School.

CLOSING EXERCISES

At the end of the morning's activities, the children may be brought together for a brief closing meeting, when a song may be sung, announcements read, the salutes to the flags given, and the benediction repeated. Other elements may be introduced into these exercises. Conduct them in an orderly way, and do not let the children think that they are of minor importance. If you decide to hold a closing meeting, make it worth while.

FLAG SALUTES

The following are the salutes to the American flag, and to the Christian flag, respectively:

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands: one nation, indivisible, with liberty and justice to all."

"I pledge allegiance to the Christian flag and to the Saviour for whose Kingdom it stands: one brotherhood, uniting all mankind in service and love."

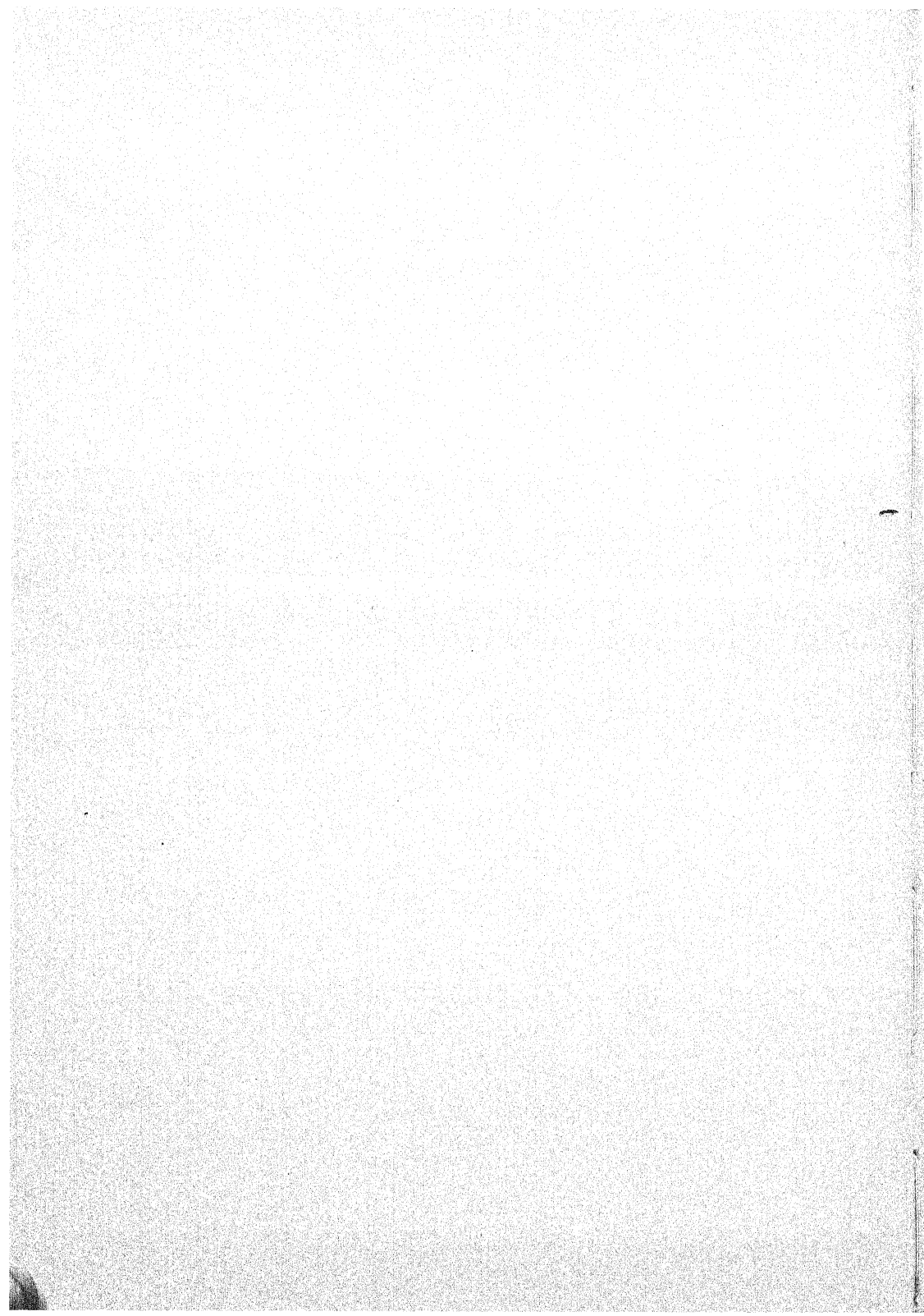
The flags may be brought forward to the platform by children appointed for this purpose from day to day, or for the week. Each flag should have a "color bearer," and if desired, two "color guards." This will employ several children in the patriotic exercises each day. Have the children march forward to the music of "Onward, Christian Soldiers." The school will stand at attention, pledge its allegiance, and sing after the American flag salute, one stanza of "America," and after the Christian flag salute, "Fling Out the Banner." Return the flags to their place to the music of "There's a Royal Banner Given for Display."

COMMENCEMENT

For years the Daily Vacation Bible Schools have held what have been called commencement exercises. These have taken place usually on the evening of the closing day of school. Parents and friends of the children are invited to enjoy the program prepared by the chil-

dren, which usually represents the things they have done and learned during the summer. Articles which have been made are displayed on this occasion, and an offering is taken either to help to defray the expenses of the school or else to be sent in to the Board of Christian Education for work in advancing the Vacation School idea the next summer. The teachers will know best how to plan these closing exercises, which often are the means of informing the community of just what the school has accomplished and of winning many a friend for the future.

PART II
TEACHING MATERIAL



PART II

TEACHING MATERIAL

BIBLE MEMORY WORK

The Bible is the central textbook in this course. The stories given herein are taken from the Book of books, and the effort must be to bring the spirit of the Book to bear upon the life of the child in an endeavor to develop in him character that is Christian and conduct that arises from motives found in Christ.

Each day's lesson is based upon a passage of Scripture, and also is accompanied by a memory verse. The children should learn these verses, and at the end of the summer, if they have been faithful in attendance, ought to know the meaning of at least two dozen good passages in which central truths are to be found. In addition to this memory work, other longer passages are here given, which may furnish the basis of concert reading or recitation in the worship period each day.

Among the things to be memorized during the sessions may be some of the following passages:

First Week: The Beatitudes.

Second Week: I Cor., ch. 13.

Third Week: The Ten Commandments.

Fourth Week: Psalm 1.

Fifth Week: Psalm 23.

Other memory work may be the names of the books of the Bible; Psalms 19, 103; selected parables of Christ; Eph. 6:10-18; I Cor., ch. 3.

The actual teaching of the Bible is not of necessity confined to the Bible period or to the opening worship, when it is read by either the teacher or one of the children. The spirit of the Book should be

taught in the handwork period, in playtime, and in every contact with the child. If there are several groups in the school, let each choose a psalm or passage from the New Testament which will be the class or group Scripture, to be memorized and to be recited as part of the closing exercises. Scripture drills may be held, and honors given for the best memory work done by the children. Stress the need of understanding the passages memorized. If you would have your children derive the most good from the Word, explain to them the meaning of the Scriptures they have memorized.

Books which will be found helpful in Bible study are suggested in the bibliography section. The one book which the teacher must know is the Bible. His next great need is how to impart its teaching to the child. This is an art calling for real consecration.

WEEKLY PROGRAM OF BIBLE STUDY AND HYMNS

	DAY	LESSON	SCRIPTURE	MEMORY VERSE	HYMNS
FIRST WEEK	1.	The Story of an Old Public Library	II Chron., ch. 34	Ps. 119:11	67
	2.	God the Heavenly Father	John, ch. 14	Matt. 6:9-13 or John 16:27	231, 259
	3.	How the World Came to Be	Gen., 1:1 to 2:7	Gen. 1:1, 31	234
	4.	How God Takes Care of Us	Ex. 2:1-10 Matt. 2:13-15 Dan. 6:16-23 Acts 27:21-25 Matt. 6:25-34	I Peter 5:7	259
	5.	How God Helps Us to Do Right	Matt. 4:1-11 Luke 4:1-13	Isa. 41:10	259
SECOND WEEK	1.	Loving God	Josh., ch. 23	Matt. 22:37	20, 196
	2.	Reverence	Ex., ch. 20	Heb. 12:28	151
	3.	Partners with God	John 6:1-13	I Cor. 3:9	107
	4.	Obedying God	Mark 14:32-42	I Sam. 15:22	196
	5.	Prayer	Luke 11:1-13 Matt. 26:36-46	Isa. 65:24	
THIRD WEEK	1.	How to Be Brave	Neh., chs. 2 to 4	Josh. 1:9	194, 237
	2.	Honesty	Josh., ch. 7	Rom. 12:17	230
	3.	How to Keep Our Hearts for God	Psalms 1	Prov. 4:23	170
	4.	How to Be Loyal	Book of Ruth	Ruth 1:16	237
	5.	How to Find Our Place in the World	Acts 9:1-22	Acts 9:6	

TEACHING MATERIAL

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	DAY	LESSON	SCRIPTURE	MEMORY VERSE	HYMNS
FOURTH WEEK	1.	How to Find Good in Others	Luke 10:25-37	Acts 17:24-27	228, 36
	2.	What to Do for Others	Matt. 25:31-46	Heb. 13:2	233
	3.	How to Be a Real Friend	I Sam. 18:1-4 I Sam. 19:1-7 I Sam., ch. 20	Prov. 18:24	130
	4.	How to Be Useful	John 1:19-41 Luke 3:1-20 John 3:22-30 Matt. 11:2-6	John 3:30	36
	5.	Loving Our Homes	II Sam. 23:13-17	I Tim. 5:4	
FIFTH WEEK	1.	The Children's Greatest Friend	John 6:1-14 John 4:46-54 Luke 9:37-43 Luke 8:40-42, 49-5 Matt. 21:12-16	Mark 10:15	51
	2.	A Man Who Loved Jesus	Mark 1:16-18 5:37 9:2-6 ch. 14 John, ch. 21	John 15:15	220
	3.	What Jesus Is to Us	Mark 2:1-12 John 15:1-17 Matt. 28:20	John 21:17	
	4.	What It Is to Be a Christian	Mark 1:16-20	John 12:26	
	5.	Bible Pictures	Dramatization	Review	

FIRST WEEK
SERVICE OF WORSHIP

(a) **MEMORY PASSAGE FOR THE WEEK:** The Beatitudes, Matt. 5: 3-12.

(b) **HYMNS:** "How Blest Was That Life," "Alleluia," No. 67; "I Love to Tell the Story," No. 231; "Stand Up, Stand Up for Jesus," No. 234; Memory Hymn: "O Jesus, I Have Promised," No. 259.

Note: All hymns are from "Alleluia."

(c) **PRAYER:** Our heavenly Father, hear the prayer of thy children as they gather here this day. Open our eyes to see the wonderful things thou hast given us in the Bible. Open our hearts to thy love, and teach us how to do thy will always even as did our Lord Jesus Christ, whose words we now repeat, saying, "Our Father," et cetera.

STORIES

First Week, First Day

THE STORY OF AN OLD PUBLIC LIBRARY—THE BIBLE

AIM: To introduce the child to the whole program of Bible study for the period of the Daily Vacation Bible School, and to lead him to an appreciation of the Bible itself as God's good gift to us for our guide and comfort and strength.

SCRIPTURE MATERIAL: II Chron., ch. 34.

MEMORY VERSE: "Thy word have I laid up in my heart, that I might not sin against thee."—Ps. 119:11.

SUGGESTED AIDS: A blackboard illustration of a heart in the center of which is drawn an open Bible, may be used to fix the lesson. For this see section on illustrations in Part IV. If available, a Hebrew-Greek Bible. The minister may be able to lend one to the school. Any free literature bearing on the Bible which may be secured from the American Bible Society. The booklet called "John 3:16" handed out at the close of the session will be good missionary literature to send into the homes.

THE LESSON

In the Daily Vacation Bible School our great textbook is the Bible. Many of the children who are enrolled in our schools come from homes where the Bible is a closed book. Some of them have a very imperfect knowledge of its contents. To help them to see that our great textbook is our heavenly Father's Word, and that it is to be given its rightful place in our hearts and made to rule our lives, is the point to be made in this story.

[Establish your contact by discussing books the children like to read.]

Where do we get these books? Some come to us as gifts at holiday time. Most of the books we read are drawn from a library. It may be a little library in our Sunday school or a library in the town called the public library.

There are many different books in a library. Who can name some of them? There are books of history. Then there are volumes of poems, biographies, books of travel, and so forth. [Explain briefly what these may be, and if the children may be led to volunteer titles, ask for them. Incidentally suggest a few good books which they may not have read, which may be available in the public library if there is one in the town. The local librarian will assist you in this.]

Did you ever hear of a library in one volume? Think of having history, poetry, biography, and stories of love and of friendship all in one book. There is such a book. This is it—our Bible.

[Explain how the Bible contains various types of literature. When you discuss history, ask if any of the children can tell you a story of some historic incident in the life of Israel. If you mention poetry, have some child recite a psalm, or a part of the thirteenth chapter of First Corinthians. Other passages will occur to you as you teach this part of the lesson.]

If there were no books in the world, what sort of world would this be? If we were unable to read and write, should we be as happy and as wise as we are? If there were no Bible, what do you think people would do? In trouble? In sin? In hungering after God?

There is a story in the Bible about a time when a whole nation lost its sacred book. This nation was the Hebrew people. Their king was named Josiah. He was a good king, but he was very young when he was crowned, and, of course, found it hard to change the men who were old and wicked who had been ruling the people.

God's house was in ruins when Josiah became king. So the first thing he determined to do was to rebuild the Temple in which the people had been accustomed to worship, thinking that if he offered them a place to gather and seek God they would be more kind to one another and more honest in their lives. So he collected money, hired a number of men, and began the work of rebuilding the house of God.

The house of God was in ruins. The beautiful marble pillars and walls had been knocked down in many places; the golden ornaments had been stolen by thieves; wild animals haunted the ruins; robbers hid themselves there when pursued. Everything about the once beautiful building was dirty and desolate. But these men went to work. They rolled away the big stones that had fallen from the walls. They dug out the mud and bits of stones that had choked up the halls. They sorted out the good stone, and threw away all the stuff

they could not use. Then they went to work to repair the broken pillars, walls, and floors.

One day, when all the men were busy on the ruins, working away as hard as they could, they heard a shout. They dropped their tools and looked up. Had some one been hurt? Had a piece of the wall fallen down upon one of the men, and was he crying for help? Again they heard a shout. It was that of a man named Hilkiah, a priest, who had gone into one of the corners of the Temple to clean out a lot of rubbish.

"Come here!" he cried. "See what I have found! Come here!"

Men ran to his side, and found him holding a queer-looking roll of parchment or paper. [To illustrate at this point, have a roll prepared in advance, and use it to emphasize the lesson.]

"Open it up," one of the men said.

So they opened it by unrolling it, and they saw a lot of writing on the inner side of the paper.

"What does it say?" asked one of the men.

Hilkiah began to read, "In the beginning God created the heavens and the earth."

"Why, that tells about God!" cried one of the men. "The king ought to have this. He will want to read it. Let us carry it to Shaphan, the man whom the king has appointed to superintend the work, and see what he thinks about it."

When Shaphan saw the book, he knew that it was the long lost Word of God, so he hastened to the king and reported what had been found. As he handed the king the roll, the king sprang up, read the first words hastily, and exclaimed: "Now I know why my people have been so wicked. This is God's Word, and it has been hidden away in the rubbish and the dirt instead of being loved and obeyed. If my people knew what it taught they would be better men and women. Let us call them together and read this Word of God to them."

So the heralds called the people together, and the king stood upon a platform before all the people and read the roll to them. When they heard the words which the king read they were troubled. They discovered that they had not done a single thing that the Book, from which the king read, commanded, and they bowed down before God and asked him to forgive their evil ways. Then they rose and went to their homes and threw out their idols, rushed to the heathen tem-

ples and destroyed them, and once more began to do what God commanded, in loving him and their neighbors and helping all they knew in kindness and generosity.

No longer was the king grieved. The Book of God had been discovered and read and obeyed, and all were happy once more.

We have a bigger and better Bible than the one King Josiah read to the people long ago. King Josiah died, and other kings came and went. One day a new king was born in the little town of Bethlehem. He came to be the Lord of all hearts, and we to-day in this place look to him as our Saviour and our King. This book of ours tells us about him, as well as about King Josiah. Our Bible is full of his teachings as well as of stories about him, and all of these have been given to us that we might become like him in what we are and what we do.

We said that our Bible is a library. So just as we go to the library for books we like to read, to help us in our lessons in school, or to entertain us when we are tired, or to instruct us in some of the wonderful things of which our Father's world is full, so let us go to this Library of libraries for the teaching we need to make us more like our Master. How shall we read it, and when? What shall we do with what we have read in it? Just think about it? Or is there something more?

All libraries have bookcases or bookshelves on which the books in use are put. This library of ours has a bookcase, and it is suggested to us in our memory verse to-day. This Book is the best book. And the bookcase we are thinking of is the best one for this best of all books. Listen to the verse, and see if you can do what it says: "Thy word have I laid up in my heart, that I might not sin against thee."

First Week, Second Day

THE ONE OF WHOM WE LEARN IN OUR BIBLE—GOD THE HEAVENLY FATHER

AIM: To make real to the child that our God is the heavenly Father, whose love for us is most real in Jesus Christ our Lord and Saviour.

SCRIPTURE MATERIAL: John, ch. 14.

MEMORY VERSES: The Lord's Prayer—Matt. 6: 9-13, or "For the Father himself loveth you, because ye have loved me, and have believed that I came forth from the Father."—John 16: 27.

SUGGESTED AIDS: Use the blackboard, and as different points are brought out in the lesson write them down on the board in order.

THE LESSON

Connect to-day's lesson with that of yesterday. What was our lesson of yesterday about? In this great library we call the Bible there are many beautiful stories. This summer we are to learn the lessons they teach. Don't you think that we shall find that our Bible will mean much more to us when we are through than it does now?

Back of every library there are people. If some kind and thoughtful people had not planned the little library we enjoy, we should have had to go without its pleasure. Back of every book we own there are people. There are the men who printed it, and the men who sold it, and the person who gave it to us. Yes, and back of them all is the person who wrote the book.

Yesterday we learned that some books are good for study and others are good for pleasure. To some we turn for help in our lessons and to others for entertainment and information. Our Bible is a book planned for our good. It will help us in many ways. It will tell us what we ought to do, if we want to know what is right and will go to it for help. It will also tell us about God.

What do you know about God? Who told you what you know? [Bring out the fact that much of the child's knowledge of God has come to him from others, perhaps principally from his parents. Find out how many of the children have learned about God in the Bible school. Take a census of the children by having them raise their hands to learn how many are in the Bible school, and how many are not enrolled.]

Where did our parents learn about God? Did not mother and father read the Bible? Were we not taught from the Bible in our Bible school on Sunday?

The Bible tells us much about our God. It begins with a story of how he made the world, and to-morrow we will learn something about that act of his. It tells us how he watched over babies in their helplessness, and strong men when their enemies sought their ruin. [If it seems advisable to have one of these stories related at this point, have some child tell it.] It tells us much about his power. It also tells us just who he is. Who is God? God is our heavenly Father. How do we know that? Who told us that?

Jesus had much to say about God. He has made God mean more to us than anyone else who taught men about the heavenly Father ever has done. Jesus knew God as the loving Father. He taught his followers to trust him at all times, just as we trust our earthly fathers, and to talk to him in prayer, just as we talk to our fathers here on earth. Prayer, according to Jesus, is talking to the Father in heaven.

Now let us think of some of the things a good father does for his children. Let us put down on the blackboard each idea that comes to us as we go along.

A good father, first of all, provides his children with the things they need. What do we need to keep us alive? Food. Of course, if our father really loves us, he will want us to be kept in health and strength by good nourishing food. So we shall find him doing hard work with his hands, in the shop, or the mine, or on the railroad. Or perhaps, he may have to sit in an office all day, working under the electric lights, coming home late in the evening all tired out after his day of labor. Father does all this for us. If we have no father here on earth, and mother has to take his place, she does all these things, just to see that we are given the daily bread we need.

Next, a good father protects his children. He wants his children to have a comfortable home, good clothing, and other comforts. He also wants to keep them from temptation and wrongdoing, and so he advises them what not to do as well as what to do. Sometimes when we are naughty and disobedient our fathers teach us lessons which we should never forget, for they want us to grow up to be good men and women. We say that our fathers help to keep us out of trouble, and that when we get into trouble with others they take our part. Which do you think your father is most interested in—to see that you have a good home or to see that you become a good man?

Then a father loves his children. What a queer person he would be if he didn't love them! We know how he likes to take little brother on his knee and play with him. We know, when sister is ill, how father is worried about her, and asks mother if there isn't something he can do to make her well. To show their love for us our fathers often bring us nice gifts, or help us in our play that we may be happier boys and girls.

These are all things that a good father does for his children. He provides for them, protects them, and loves them. And he does all

this that they may become strong, good, kind, and loving men and women.

Now, let us think about God as our heavenly Father. Remember that Jesus said that if our earthly father is good, our heavenly Father who is perfect, is ever so much better. There is nothing evil in him, no wrong in him, so when he does things for us, they are always better than we can think.

Remembering what our earthly fathers do for us, let us see how God provides for our needs. What is our greatest need? Is it just food? Is it that we may have a good education? Or is it that we shall have a nice home? If you had plenty of food and a good home and a fine education, and were bad at heart could you be happy? Would you be of much use to others? What do you think we need most of all? Do we not need to know what makes a good life, and where to find the help to live that life?

There is no better place to go to find out what this good life is which we ought to live than to this Book which we are studying to-day. The Bible tells us what God would have us be and do. And the Bible tells us how we may be and do the best in life. Can we think of ways in which God feeds our souls? There is something inside of each one of us that needs to be fed as well as our bodies. That something is the real you. Jesus once said that we cannot live by bread alone, but by every word which God gives us. Let us remember, then, that one way to grow stronger as Christian boys and girls is to read this Book and to learn its lessons.

We said that a good father protects his children. Can you think of any stories in this book which tell us how God protected boys and girls and men and women who trusted him? Who knows the story of Paul and Silas in jail, or Paul on the sinking ship?

But a real father not only provides and protects, we said. He also loves his children. That is why he gives them the things they need. His love for them makes him do this. What does that suggest to us about God?

Here is a story which may help us understand this part of the lesson. A little girl who lived many, many years ago had been taught to think of God only with fear. To her, God seemed to be a terrible Being who was only waiting to pounce on her and punish her for every little thing that she did. In her home her parents mentioned the name of God only to scare her. They didn't know the God we

know. They had never heard of the Father of our Lord Jesus Christ. But, one day in her father's printing office, she picked up a scrap of paper, and found on it the words, "God so loved . . . that he gave." There the sentence stopped. Can you guess what the rest of the verse must have been? We know that God loved so much that he gave his only Son, our Lord Jesus, for the sin of the world. But this little girl didn't know that. And she thought about it, and thought about it, and suddenly became very happy in the thought that God was not a Being of whom to be afraid, but a Being in whom to trust, a Father whom she must love with all her heart.

We learn all these things about God in the Bible. We learn them from the lips of our Lord Jesus. Ought they not to prompt us to say, "We love, because he first loved us"? And will they not be remembered more readily if we memorize our verse for to-day: "For the Father himself loveth you, because ye have loved me, and have believed that I came forth from the Father."

First Week, Third Day

HOW THE WORLD IN WHICH WE LIVE CAME TO BE

AIM: To impress the child with the thought of the heavenly Father who is the Creator and Ruler of the world.

SCRIPTURE MATERIAL: Gen. 1:1 to 2:7.

MEMORY VERSE: "In the beginning God created the heavens and the earth. . . . And God saw everything that he had made, and, behold, it was very good."—Gen. 1:1, 31.

SUGGESTED AIDS: A globe, such as is used in the schoolroom. Place this in a prominent position where the children can see it during the lesson. A watch, to be used in the lesson story at the point suggested. Some flowers, which a child may bring in from the garden or the field; a piece of coal; a jar of grains of wheat; a glass of water. Use all these in their turn, or have them set before the children on a table, where they may be seen and handled after the lesson.

THE LESSON

[Start the lesson with the question, "Have you ever made anything without help from anyone else?" Bring out the fact that all of us like to make things—a toy, a doll's dress, a bird house, a sled, or a kite.]

When we make things, how well made do we want them to be? If

we are really in earnest when we are at work, we shall want them to be good. If a kite is to be made at all, it must be the best kite we can turn out. If the doll dress is to be finished, it must be the best possible. [Emphasize the joy of turning out a good piece of work. Note the tendency not to finish so many of the things we start.]

What sort of world would this be if we never finished what we started? What sort of dress would you have? Sled? Kite?

Here is a watch. It keeps time. It tells us just what hour of the day it is at this moment. Notice its fine works. [Have one of the little children hold it to her ear and tell you what it is saying.] Did the watch happen to grow up like a radish or a sunflower? Where did it come from? Who made it? Some one is back of the watch, isn't he? [Carry out this thought in reference to many things with which the children are familiar: the building in which you are meeting, the clothing they wear, the trolley cars and automobiles out in the streets.] If you were to see a new automobile, and some one were to tell you that no one made it, what would you think?

Here is a globe. It represents what? Yes, it is a representation of our earth. [Point out the continents and seas, and pick out on the globe the probable location where your school is being held.] How did the earth come to be? God made it, we say. [Read the Genesis story of the Creation, or have one of the children read it. If an exercise is desired, use seven children, having each one read in turn as follows: No. 1, verses 1, 2; No. 2, verses 3-5; No. 3, verses 6-8; No. 4, verses 9-13; No. 5, verses 14-23; No. 6, verses 24, 25; No. 7, verses 26, 27; No. 1, verses 28-31.]

Let us notice some things in this story which has just been read to us. Let us look at this earth which God created so long ago. What sort of world did he make? A good world.

"And God saw everything that he had made, and, behold, it was very good." We said a moment ago that when we make anything we always want to make it as good as possible. What does that tell us about God and ourselves? If we like to make things good, and God always makes things that way, we must belong to him in some way.

God thought long about making this earth. He wanted it to be very good when it left his hands. He wanted it to be good for man when he came to live in it. Let us think of some of the good things he put in this earth of ours. Here is coal. Think what that means

to us. Who put it in the heart of the earth for us to find and use? Here is water. Here is a jar of wheat. What a good God he is to think of our needs in this way!

The world God made is a beautiful world.

“All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.”

[Use your flowers at this point. Have some child hold them up, and ask the children to name them. The more varieties there are the better, for they will serve to illustrate the many beautiful things God gives us. Call attention to the trees, the sunsets, the sky at night. Mention the names of some of the stars and groups of stars and their location in the heavens—the Polar Star, Dipper, et cetera. Get the children to catch the spirit of the psalmist, “When I consider thy heavens.” Psalm 8.]

God made this good and beautiful world for us. When he finished making the water and the land, the flowers and the animals, the fish and the birds, the beautiful sky with its sun and moon and stars, he saw that something else was needed. He wanted some one to share with him enjoying and governing all that he had made. So he did one thing more in the Creation. He said, “Let us make man,” and he made man, and put him here in the midst of this good and beautiful world to enjoy it and to make it better and more beautiful. That is our duty here on earth. Do we all try to do it? How do we make our world bad? How do we make it unlovely? When we make it bad and unlovely, how do you suppose God feels? If you had made a beautiful picture and some one were to come along and spoil it, how would you feel? What do we call our act when we do evil and spoil God’s plans for us in his good and beautiful world? If there is wickedness in this world, if our earth is not a beautiful place in which to live, whose fault is it? And how do you suppose we can help God to make this earth of ours all that he wants it to be?

First Week, Fourth Day

HOW GOD TAKES CARE OF US

AIM: To remember the care of our heavenly Father which is over us at all times.

SCRIPTURE MATERIALS: Ex. 2: 1-10; Matt. 2: 13-15; Dan. 6: 16-23; Acts 27: 21-25; Matt. 6: 25-34.

MEMORY VERSE: "Casting all your anxiety upon him, because he careth for you."—I Peter 5: 7.

SUGGESTED AIDS: Have different children read the Scripture passages at the proper time in the lesson. Use the blackboard illustration suggested.

THE LESSON

Have you ever heard anyone say, "I need that," meaning some article he wanted for something he was making? Has mother ever said, "You may run down to the store and buy sugar, or flour; I need it to make cake or bread"? Have you ever thought of the many, many things we say that we need?

Do we really need everything we say that we must have? What do we mean by saying that we "need" a thing? To need a thing is to feel that we cannot get along without it. Thus, when mother is sewing a tear in your clothes she needs the thread as well as the needle. Or when she is baking in the oven, she needs a fire in the stove, doesn't she?

Let us think of some of the things we really need, the things without which we cannot get along. First, what do we need to keep us in life? Food. That means bread, water, and other necessities. Next, clothing and fuel. If we didn't have these in winter time, we should freeze to death. Anything else? A home, or a house in which to live. Let us write these things down on the blackboard.

We must not stop with things to eat and wear. There are some other things we need. Would you like to be all alone in this town? Do you think you would enjoy that? Don't you think that you would become rather lonely and fearful? Did you ever read the story of Robinson Crusoe? You know how lonesome and frightened he was on the island.

Let us think of something else besides friends. If you had friends and you had nothing to do but sit around, would that be pleasant? You know how even a vacation becomes tiresome when you have nothing to do. Let us put down another need—work.

We have other needs, too. We need love—the love of others and the love of our heavenly Father. Then we must have education. We must be taught how to live and work and help.

Our parents are enough interested in us to want us to have all these needs met. Is anyone else interested in us in this same way?

A long time ago Jesus talked with his disciples about God's care for his people. He told them that God cares for the birds of the air and that he also looks after the flowers of the field. And, he added, God also cares for us. "Your Father knoweth that ye have need of these things."

Our Bible is full of stories about God's care over his children. Let us think of a few stories, and perhaps some one will relate each story in turn for us. First, let us think about how God cared for a baby long, long ago in a far-away country called Egypt. Who can tell us the story of the baby in the little basket, hidden in the rushes along the banks of the river? Can you think of another story in which God took care of a baby? Who will hunt up the second chapter of Matthew and read the thirteenth to the fifteenth verses? Do you remember that story?

Now let us think about another story. This time we shall have, as the one who was watched over and cared for by God, a brave young man, who dared to pray to God even when a king had said that no such thing was to happen in his kingdom. Will some one turn to Daniel 6: 16-23?

Let us find another hero who was cared for by God. His name is Paul, and we learn about him in the book of The Acts, as well as in a number of letters which bear his name in our New Testament. This time we will read about a shipwreck, and see how in that wreck the heavenly Father watched over the brave apostle. Our passage is in Acts, ch. 27. [Narrate briefly the threatened wreck, and Paul's faith in the help of God.]

There are many other stories in the Bible which tell us of God's care for his children. And since these stories were written, God has been caring for us in very much the same way. We believe that God cared for our country when we won our freedom in the time of George Washington. We are quite sure that God was directing the great Abraham Lincoln when he freed the slaves. God used Lincoln to bless the black people of America. And in our own homes we know how, when we have trusted God and have done his will, many of our needs have been met by him, often when we least expected it. Possibly mother and father were fretful and worried about something, and thought no one cared, but when the thing they were worried

about happened, they found that God had planned a way to help them through it.

When we face some of the needs that we say we have, what may we do to help ourselves? If we are inclined to worry about our needs being met, what ought we to do? Our memory verse suggests a course for us to follow. Listen to it: "Casting all your anxiety upon him, because he careth for you." What does that mean? How can we cast all our cares upon God? How do we know that he cares for us? [Close with Whittier's lines, which also may be memorized:]

I know not where his islands lift
Their fronded palms in air;
I only know I cannot drift
Beyond his love and care.

First Week, Fifth Day

HOW GOD HELPS US TO DO RIGHT

AIM: To show how God helps us when we feel it is our duty to do his will, which is to live a Christlike life.

SCRIPTURE MATERIALS: Matt. 4: 1-11, compare Luke 4: 1-13.

MEMORY VERSE: "Fear thou not, for I am with thee; be not dismayed, for I am thy God; I will strengthen thee; yea, I will help thee; yea, I will uphold thee with the right hand of my righteousness."—Isa. 41: 10.

SUGGESTED AIDS: If there is a heavy article of furniture in the room which you cannot move unaided, use a lever, and show how your strength is made greater by it. A child may be used to make the illustration more clear. He may not be able to budge the desk or piano an inch, but by using a block and a stout piece of wood as a lever, he may be able to move the piece of furniture with ease. Introduce this illustration at the point in the lesson where it may most effectively bring out the fact that our strength plus God is what really gets things done, and that without God to help us we are just weak failures.

THE LESSON

Did you ever hear some one say, "I was tempted to do it"? What do we mean when we say we are tempted? Have you ever been tempted? Is it very easy to say, "No," to some temptations? Did

you ever think that no one else had ever been tempted or tried like you? There are people who think that the trials they have are worse than anyone else's.

We have a story from our Library to-day about One who was tempted to do wrong. Can you guess who that one was? Yes, it was our Lord, and like us he had his temptations. We will think about them this morning, and see how he met them, and where he found the strength to win in his fight against them.

[Recall the baptism of Jesus which preceded his temptation.] In his baptism he was called, "My beloved Son." What does that suggest to us about our relationship to God? Isn't it a great thing to be called a son of God? What does that mean? Sons try to live the way their fathers want them to live. If you have a good father, you always ought to live a good life. No one wants to bring disgrace and shame upon his father's good name.

Jesus wanted to live according to the will of his heavenly Father. What do you suppose the will of the Father for Jesus was? Shall we try to recall some of the things Jesus did? He was kind to the weak. He was sympathetic to those who were in trouble. He tried to lift the burdens of those who were having a hard time of it in life. He spoke out against wickedness. He always endeavored to get people to trust the heavenly Father and to do his will. In a few words, Jesus always tried to do right.

Now, what do we mean to-day by "doing right"? When we speak of "doing right," we are thinking of living the sort of life that Jesus lived. We are to be kind, sympathetic, helpful, like him.

Now, whenever you try to follow Jesus, you will discover that it isn't very easy to do so. You will meet with temptation. When you know you ought to be kind, there is something which says: "It will cost you too much to do this for that boy or girl. Why put yourself out?" When you see a wrong being done, and you know that you ought to speak out against it, you are tempted to keep silent and not get mixed up in a dispute or an argument. In your own heart there are times when a voice within says, "This is the right thing to do," and at the same time another voice says, "Think of all the trouble into which you will get if you do this."

We are not alone in this. Jesus, the Son of God, had his temptations, too, and that ought to help us when we are worried and fretful about temptation. Let us turn to the Bible account and read the

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story of the trials through which he passed. [Have a child read Matt. 4: 1-11.]

If Jesus had used his power to turn stones into bread whenever hunger assailed him, he would have been far removed from us. What does it mean to know that our Saviour was hungry and thirsty? [Speak of the temptation to do the spectacular thing to win the love of the people.] If Jesus had thrown himself off the pinnacle of the Temple and escaped unhurt, would the people have been satisfied with that one miracle? Whom do we love most, the people who make a show in order to get us to admire them, or the people who love us for what we are? [Next have the children discuss the question whether a kingdom which is gained through serving or worshiping evil is worth having. Bring out some of the things people want, and for which some are willing to do evil; for example, being dishonest to gain wealth, or cruel in order to have one's own way.]

This story makes it very plain that Jesus did not do wrong. He resisted the temptation, and proved that one can do right even if he is tempted. Let us find out how it was possible for him to be so victorious.

[Have a child read Luke 4: 1.] "Jesus full of the Holy Spirit"—what does that mean? God's Spirit in our hearts is a sure promise that we shall have help in doing right. [Next call attention to the Master's use of the Scriptures.] Jesus found help in the Word of God. What does that tell us? What does it mean to us to know that our Lord met temptation by using the Word of God? Was there anything else that he did while out in the wilderness? Do you suppose that he prayed?

Now let us gather together the things that helped Jesus do right. First of all, he was sure that God was with him. Next, he knew how to find help in the Bible his people read. And then, in the third place, he prayed to God. What do all these mean to us when we want to do right? Aren't they God's way of helping us to live as he wants us to live in this world? May not all boys and girls find the help they need in the same way that it came to Jesus?

We have been thinking of how Jesus conquered temptation and did the will of God. Let us not forget that doing God's will means not only conquering evil but also doing good. Many times we shall find that we have a big undertaking on our hands, like that of the man who wants to start a home for poor, homeless children, or the teacher

who sees a lot of children without a school and wants to give them a chance to learn, or the minister or missionary who sees boys and girls without the knowledge of the Christ we love and would like to have them know the Master. How can the home be built? How can the school be started? How can the boys and girls be taught? It all seems too difficult. It is here that God steps in. He helps us. [The lever illustration may be used here.]

Let us think of God as our great Helper. To become like our Master takes more than our own strength. Then we can say, "Jehovah is my strength." To do kind and helpful things for others calls for more than we have of money, time, or influence. Here it is that God steps in and is our Helper in doing these things which are his will for us. If we will but remember that he is never away from us, that his Word is our constant comfort and strength, and that we may always seek his help in prayer, we shall find out that our memory verse is truer than we think. Let us repeat and learn the verse now: "Fear thou not, for I am with thee; be not dismayed, for I am thy God; I will strengthen thee; yea, I will help thee; yea, I will uphold thee with the right hand of my righteousness."

SECOND WEEK
SERVICE OF WORSHIP

(a) MEMORY PASSAGE FOR THE WEEK: I Cor., ch. 13.

(b) HYMNS: "Angel Voices, Ever Singing," No. 20; "Jesus Is the Friend You Need," No. 151; "Lamp of My Feet," No. 107; Memory Hymn: "What a Friend We Have in Jesus," No. 196.

(c) PRAYER: Dear Father, as we begin this day give us thy blessing, the blessing of hearts that love thee and of happiness in doing all thou commandest us. We would love thee with all our hearts. We would reverence thee in all that we say and do. We would have a part in the great work of making a better and a happier world in which thou art known and loved and obeyed. And for this we pray thy help in Jesus' name. Amen.

STORIES

Second Week, First Day

LOVING GOD

AIM: To teach the child that the greatest lesson given us in the Book we love is that we are to give our hearts to our heavenly Father.

SCRIPTURE MATERIAL: Josh., ch. 23.

MEMORY VERSE: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind."—Matt. 22:37 (A. V.).

SUGGESTED AIDS: Blackboard illustration. See plates in back of book.

THE LESSON

We have learned that in our great Library, the Bible, there are many stories which were written to help us to know God better and to do his will. We found out that our Bible comes from him, and that in it are many different kinds of books where in poetry, history, and other forms of literature we find out how he has dealt kindly and lovingly with his children. To-day we are to start studying lessons that tell us something about God and ourselves. [Before proceeding to the lesson of the day spend some time in reviewing the lessons of the preceding week, calling for the memory verses in particular.]

What is the first thing your parents expect of you? [The answer may be, "Obedience," but what you will want the children to say is, "Love."] Obedience without love never satisfies our parents. If we obey them but do not love them, what does that leave our hearts free to do? True obedience must come from real love.

Love is our first duty to our parents. There are several reasons why we should love them. Who can tell us a few of these reasons? The greatest reason is that they love us. Are there any others? That they take care of us, is another. If a boy were to have a good and generous father, who not only gave him all the necessary things but also tried hard to give him an opportunity to be educated and amount to something in the world, and that boy never even cared enough to say, "Thank you," to his father, what would you think

of such a boy? Most of us are very happy in anything that is done for us by our fathers. If we are real sons and daughters, we always know that father does more for us than we often deserve.

What is our first duty to God? Let us turn to our memory verse and learn it at this time. "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind." This is what Jesus taught, and he said that it was the first great duty written in the law of God. Why is it the first duty of each of us?

Think of all that God does for us. We have learned a few things about the goodness of God in giving us this wonderful world in which to live; in taking care of us as we live in this world; and in providing us with this Book which is our great help and guide. Let us put on the board a list of some of the reasons for loving God. Who will tell us the first reason? "His love for us." "His daily care of us." You remember how each morning we pray, "Give us this day our daily bread." God does this, and real thankfulness ought to make us want to love him with our whole hearts. Is there another reason for loving him? What is his greatest gift to us? "God so loved the world, that he gave." What did he give? Our best gift from him is our Lord Jesus Christ.

We know how Jesus loved God. Sometimes our love isn't so perfect as it might be. We allow selfishness to creep in. We hold back some of it, and give God only a part of what is his right. Jesus never held back his love for the heavenly Father. He loved God with his whole heart, soul, strength, and mind. He knew that only when we love God in this fashion can we find a happy, useful life.

Years before Jesus lived on earth, there was a man named Joshua—whose name, by the way, means what Jesus' name meant—"Jehovah is salvation." Joshua was the leader of Israel after Moses the great lawgiver died. Joshua was a soldier, and it was his duty to lead Israel into the land of Canaan. Joshua knew that God would be with Israel, and that he would prosper his people by giving them the land which was to be their home. Joshua knew that Israel owed something to God for what he had done for the people, as well as for what he was about to do. He knew that Israel owed obedience to God; but he also knew that Israel owed something even more than that—can you guess what it was? He said to Israel, just before God took him home by death, "One man of you shall chase a thousand; for Jehovah your God, he it is that fighteth for you, as he

spake unto you." And then he added, "Take good heed . . . that ye love Jehovah your God." Joshua knew that when Israel stopped loving God, Israel would be defeated. Do you think he was right? If you and I were to stop loving God, what would happen to us? Would we be any kinder? Would we try to be good? Would we reverence his name, and do his will?

"Thou shalt love the Lord thy God with all thy heart," said Jesus. If we want to be sure of doing this, let us learn his way of loving God. If we ever are uncertain about anything that God asks us to do, our best plan is to turn to Jesus and see what he did, then we shall not be apt to make a mistake through ignorance. "Love God as I love him," says Jesus. How did Jesus love him? [Draw a big heart on the board.] "With the whole heart." That is, he did not keep any corner of that heart for anything else. [You might subdivide the heart, and in each section write the object to which the partial love of the heart is given. Have the children suggest the objects: "Fine clothes." "Money." "Movies." "Self." Show how little room is left for God.] When trouble comes, or temptation befalls us, what help can we find in such things dwelling in our hearts? [Rub out the words you have written, leaving the space within the heart clear again, and now write in suggestions which the children may offer such as "Pure," "Unselfish," "Loving," "Christ-like." Close the discussion with the memory verse.]

Second Week, Second Day

REVERENCE

AIM: To cultivate the spirit of reverence toward all sacred things.

SCRIPTURE MATERIAL: Ex., ch. 20.

MEMORY VERSE: "Wherefore, receiving a kingdom that cannot be shaken, let us have grace, whereby we may offer service well-pleasing to God with reverence and awe."—Heb. 12: 28.

SUGGESTED AIDS: Use the blackboard illustration given in the section on illustrations. Make a beginning of memorizing the Ten Commandments. If no printed copy of the Commandments in chart form is available, make a copy on large sheets of Manila paper, size forty by forty-eight inches. Write or print the Commandments on these sheets, and have the entire group recite the words of the law at the close of the lesson.

THE LESSON

[In this lesson we face the problem of cultivating a wholesome and reverent regard for holy things. The child is instinctively reverent, but through bad companionship, or improper example on the part of older people, often loses his holy regard for the things of God. This lesson ought to help him to a more sincere attitude toward the Bible, the Church, himself, and God. To put God first in his heart, and to give to him the reverence due his name will mean right views regarding other sacred things.]

Who can tell us what are the greatest laws in all the world? We have laws in America, laws in Europe, and in other lands, but what laws are there which we all know, which, if obeyed, will make us wise, happy, and good?

Who was the greatest lawgiver? "Moses," you say. But who gave the wonderful laws to Moses, the laws we call the "Ten Commandments"? God gave these laws. He knew that there are rules we must observe if we are to live happily, and in a good and honest fashion in this world, so he gave Moses the Commandments to teach his people. Can anyone recite the Commandments for us?

Here we have the laws God gave Moses on our chart. Let us look at them for a moment, and see what they have to tell us. [Show how the Commandments deal with our duties toward God, and toward our brothers and sisters.]

Why do you suppose God gave these laws to his people? When Moses received them from him, he was up in a high mountain, called Mount Sinai. He had led the people of Israel out of the land of Egypt where they had been slaves for so long a time, through a terrible sea which they had feared, and was taking them in the direction of the land which God had promised to give them.

The people were in a wilderness, and still were far from the new land in which they were to live. They did not have cities and towns like ours, with many officers to direct affairs and to look after safety, health, and other interests. They had no laws to speak of. You know when you haven't any rules and try to play a game how hard it is to run the game. Did you ever get very far with a game when you paid no attention to its rules?

Moses wanted his people to do the right thing. He wanted them to know just what was right, and when God called him up into the

mountain, he went to learn what was his will. While he was up in the mountain, what do you suppose the people did?

In Moses' absence they appeared to forget God. They gathered together many precious things made of silver and gold. These they melted all together and made a golden image, shaped like a calf. Then they bowed down and worshiped the calf. When Moses found this out, do you know what he did? [Describe how Moses broke the tables of stone, and what occurred when he entered the camp. Call attention to God's patience with the people in calling Moses back up to the mountain to give him the same laws.]

We know that whenever Israel obeyed these Commandments the people prospered, and were happy and good, and that when they disobeyed them, they suffered. We said a moment ago that these laws deal first of all with our duties toward God. Let us think for a few moments about what some of these laws teach. You will notice that the first three have to do with God, the next one with his day, and the fifth one with your parents. The last five have to do with others. If we were to sum all of these laws up in one word, we might say that they teach us to be reverent. Can anyone tell us what it is to be reverent?

First, we are taught to be reverent toward God. Why is it irreverent to have other gods than God? Can you think of things we put in our hearts in place of God, crowding him out? Can you think of a way in which we are irreverent in what we say? Every day we pray at the beginning of our school, "Our Father which art in heaven, Hallowed be thy name." What does it mean to hallow God's name? How do we disgrace God's name? How would you cure a boy or a girl who does not reverence God's name?

Second, we are taught to be reverent in our use of the Sabbath. What did God do when the seventh day came, after he had made the world? "He rested," you say. He used the seventh day the way he wants us to use it. We have the week for many duties and pleasures, and our Sunday for what? Do we reverence his day by going to the "movies"? By running to the store, when we might have done our buying on Saturday? By never going to Sunday school or studying our Bible? [Have the children suggest how the Sabbath may be revered.]

Third, we are taught to be reverent toward our parents. Have you ever heard children "talking back" to their parents? Have you

ever heard a boy do so disloyal a thing as to say something mean about his father? We think the Chinese are peculiar people, but they think us even more strange in the way we fail to show respect to our elders. The Chinese hold their parents in great honor. You will notice that the commandment says, "Honor thy father and thy mother." How can we honor our parents? Do they want something more from us than money? What do they want to find in our hearts?

Next, you will notice that the Commandments have much to say about our attitude toward others. Here, too, we are to be reverent. Other people are God's children, just as we are. If we are cruel, evil, dishonest, false, or selfish to them, what will that mean to them? And what will that mean to us? Every other boy is our brother, just as every other girl is our sister. We are all children of our Father in heaven. And just as we respect and reverence our Father's name, and his person, and his day, so we are to respect and reverence his children.

Our memory verse says, "Wherefore, receiving a kingdom which cannot be shaken, let us have grace, whereby we may offer service well-pleasing to God with reverence and awe." We are to live a good life, and to be right in our attitude to our brothers and sisters, as well as to our God. So let us pray him that he will give to us the spirit of reverence which we need. If we have this, we can serve him acceptably.

Second Week, Third Day

PARTNERS WITH GOD

AIM: To show how we may be partners with our heavenly Father in the Kingdom of God.

SCRIPTURE MATERIAL: John 6:1-13.

MEMORY VERSE: "For we are God's fellow-workers."—I Cor. 3:9.

SUGGESTED AIDS: A few small rolls to illustrate the loaves which are mentioned in the Scripture story.

THE LESSON

You know when you are on a team, and you do not play together on the team, how apt you are to lose the game if the other side has good teamwork. Teamwork is necessary in all things. It is necessary in our school. If we do not work together here, each

doing his part, you know what a poor school we shall have. What sort of music period should we have if some were to sing and others were to talk at the same time? We all must do the same thing, at the same time, and in the best spirit.

Did you ever try to start a game, and find that you were short a boy or a girl to make up the side? Perhaps there was a little boy standing by who seemed to be too young to take part, and you hesitated about asking him to fill the vacant position on the team. You said, "Why, he's too small!" But finally you let him into the game and perhaps he did better in it than some of the older children.

Just as we work together in games, so we may work together with God. Have you ever thought of God as having a big plan for his world? You know that when the carpenters and masons work on a new building in our neighborhood, they always follow a set of plans—"blue prints," they call them, because they are printed on blue paper. They know that the prints will tell them just what a building will be like if they obey the instructions given. [If you can secure a blue print to use in this connection, do so; or have the children make one.]

God has his plan for this world. To learn what this plan is we go to the Bible, and there we learn from our Lord just what sort of world he wants us to have. What kind of world do you think God would like to see? [Bring out the fact that he wants a holy world, a loving world, a world free from sin, a world in which people help one another.]

In making this better world God takes us into his partnership. In fact, he takes all people into partnership with him—white, black, yellow, red—people from every land under the sun. We know that when he sent Jesus to earth, he sent him not to white people only, but to all the people of the world. And Jesus, who taught about the heavenly Kingdom of love, taught that all men are to belong to that Kingdom and work for its coming on earth.

Jesus was a partner with God. [Show how he worked to make people happy, by comforting them in trouble, by strengthening them in their weakness, by healing them in their sickness.]

Jesus called others to help him. He had his disciples who shared with him in the mission of telling the people about the loving Father and his great plan for the world. Can you think of the names of some of those who helped him? Peter, John, James, Mary Magda-

lene, and others are mentioned in our New Testament as partners of the Master in doing the work of the Kingdom.

Jesus used even little children as his partners. He used a little child one time to teach his followers who was greatest in the Kingdom of heaven. He said, "You must be like a little child if you would be great in the Kingdom." He meant that a great disciple is one who loves and trusts God like a little child, simply, surely, and purely.

Jesus once used a little boy to help a great crowd. Can you think when he did that?

[Tell the story as found in John, ch. 6. Picture the weary, hungry multitude who had followed the Master, and the concern of the disciples over feeding them.] To take care of five thousand people in a desert place was a big task. If five thousand people were to come to our church to-day and want us to feed them, what could we do?

The disciples were troubled. But they forgot something. They forgot Jesus. We must never forget him. If we are true partners with the Master, we shall always remember that he is ready at all times to do his part. [Tell what Philip said when Jesus asked, "Whence are we to buy bread, that these may eat?" Hold up the few loaves or rolls. Use Andrew's words, "There is a lad here, who hath five barley loaves, and two fishes: but what are these among so many?"]

Andrew didn't think much of the little boy's lunch. Perhaps the little fellow had begged the lunch from his mother, with permission to follow the crowd and see what was taking place. He had come out into the country behind them, and when the crowd gathered about the Master, he had pushed his way to the front, just like a small boy. There Andrew saw him, and then Jesus used what the little lad had brought with him.

Do you suppose that the boy thought that he was going to be a partner with Jesus in feeding that crowd that day? He hadn't any other thought save that of eating his lunch at some quiet time and then going home. But see what Jesus made his disciples do! And look what happened to that lunch when the Master had finished blessing it! "Twelve baskets with broken pieces from the five barley loaves" were gathered after the meal.

What do you suppose this story teaches us? Yes, it does tell us that God can use a little boy when he needs him. There are other

stories in the Bible about how he used children. One of these is about the lad in the Temple long years before Jesus was born. If you want to learn about him, hunt up *The First Book of Samuel* some time and read what happened in that boy's life.

If we were going to put down on the blackboard two lessons to remember when we think about our partnership with God in helping make his kingdom real on earth, we might write down first of all these words, "Bring what you have to God." What does that mean? And then we might add, "Let him use all that you have and are."

It may not be much that you have to bring to God. The little boy only had a few loaves and fishes. But what he had, he offered to Jesus, and let Jesus use it for others. That is a fine way to be a partner with God. Just let him have what you have, and ask him to use it. What can you offer him to-day? Perhaps a hymn will help us to understand what we may have to give him:

"Take my life, and let it be
Consecrated, Lord, to thee.
Take my moments and my days;
Let them flow in ceaseless praise.

"Take my love; my Lord, I pour
At thy feet its treasure-store.
Take myself, and I will be
Ever, only, all for thee."

Remember our memory verse: "For we are God's fellow-workers."

Second Week, Fourth Day

OBEYING GOD

AIM: To show that what God expects of us is obedience to his will.

SCRIPTURE MATERIAL: Mark 14:32-42.

MEMORY VERSE: "Behold, to obey is better than sacrifice."—
I Sam. 15:22.

SUGGESTED AIDS: A picture of Christ in Gethsemane hung up before the children.

THE LESSON

A story is told about a little boy who was constantly saying to his mother, "Mother, I love you." Every now and then he would

throw his arms about her neck and give her a big hug and a kiss. One day his mother said to him, "Robert, do you know what is better than a kiss?" He looked at her, puzzled by her question, and said: "No, mother. What is it?" And then the little boy's mother told him how she appreciated having her little boy hug her and kiss her and tell her that he loved her, but that when she went upstairs to his room she found that he had not left it in order as she had told him, and that often when she wanted him to run an errand for her he was too busy, and cried, "Not now, but by and by." "Robert," she said, "that which is better than a kiss is obedience. If you were to do the things mother asks you, you would please me even more. You know kisses from my little boy are much sweeter when I know that you are always ready to do what you should when I ask you."

Have you ever thought of obedience in that way? The next time you want to show your mother how much you love her, obey her instantly and see what she says.

Sometimes we treat God the way we treat our mothers. We tell our heavenly Father that we love him, but how many times we fail to do the things he commands us! The other day we studied the great laws of God, and thought of what they meant to us. We know perfectly well that they will mean nothing to us unless we obey them. The best laws are useless unless we keep them. There is no use in singing, "My native country, thee, . . . thy name I love," while all the time we are disobeying our country's laws and not behaving like good Americans.

God asks and expects us to obey him. He never asks us to do anything that is impossible, and when we attempt to do what he commands we always find that he is right with us to help us, for he is our partner.

Our Bible has many stories about men and women who obeyed God. Can you think of any of them? Who can tell us how Abraham obeyed? How Samuel obeyed? How Jesus obeyed?

Our Bible story to-day is about our Lord's obedience to the heavenly Father. He always obeyed God. His memory verse could have been, "I delight to do thy will, O my God." Ps. 40:8. He obeyed God by coming to earth and teaching us the great love of our Father in heaven. He obeyed God in other ways. Can you think of them?

Our story tells us how one dark night Jesus went out of the city

of Jerusalem to a Garden where he used to pray. This night meant more to our Saviour than any other night he had ever spent, for it was the night when Judas betrayed him, and when he was arrested, and taken before the priests and governor to be sentenced to the death of the cross.

Our Lord knew that he would be taken by cruel men and sent to the cross. That was not the thing that made his heart sad. What do you suppose made him sad and sorrowful in the Garden as he prayed? The great burden which he carried on his heart was the sin of the world. Our Saviour came to this earth to save us from our sin, and he knew that only through the cross could he do this. Did he hope that there might be some other way? Do you suppose that is what he meant when he asked that the "cup" might pass from him? Would you not want to save people in the easiest way possible? Don't you, when you face a real hard duty, try to find an easier way out? And don't you often find that the hardest way is the only way out?

We know how our Lord prayed, and what he said. "Thy will be done." What did he mean by that? What does it mean when we say, "The Lord's will be done"? Do you think that God is pleased when we are ready to do his will?

We know what happens when people do not obey. If children do not obey their teacher in preparing lessons we know very well what will happen to the disobedient ones when examination time comes. If a fire breaks out in your house, and some one tells you to pour a bucket of water on it, or to smother it with a rug, and you do not obey, you know what will be the result. Every time we disobey we make trouble for ourselves, and do harm to some one else. But when we obey, our lessons are ready, our fire is put out, and we and others are happy because of our obedience.

When people fail to obey God they suffer. God tells us that if we do wrong we shall suffer for it. Do we not know that no one can tell a falsehood without having to pay for it in some way? What takes place when we refuse to be reverent? What happens inside us when we will not allow our hearts to be kind to others? What is the result when we do not obey the commandment which speaks of keeping God's day holy?

When we obey God, God can count on us. He knows that we are dependable. He is able to use us for his Kingdom, just as he was

able to work through Jesus for our good and for the saving of the whole world. But when we talk about obeying God let us remember two things: First, let us obey him promptly. Do not wait long years before you decide to do what he wants you to do. You know what you will miss by putting off obedience to the heavenly Father. Do you think others will lose something by your lack of prompt response to him? Second, let us learn how to obey him lovingly. Jesus gave his obedience gladly to God. He found his happiness in doing the heavenly Father's will. He spoke of our finding happiness in the same way. Can you think of any greater happiness than that of knowing that you have done the thing God wants you to do? Can there be any greater joy than that of knowing that you have tried to do your best for him? This is what God asks of us. We may bring him money. We may do many things for him in helping others. But if we never give him the loving obedience of our hearts, we are not giving him all that belongs to him. Our memory text suggests what he expects: "Behold, to obey is better than sacrifice." What do you think that verse means?

Second Week, Fifth Day

PRAYER

AIM: To emphasize the need and value of prayer.

SCRIPTURE MATERIALS: Luke 11:1-13; Matt. 26:36-46.

MEMORY VERSE: "It shall come to pass that, before they call, I will answer; and while they are yet speaking, I will hear."—Isa. 65:24.

SUGGESTED AIDS: In connection with this lesson, assignments may be made beforehand, or at its close. Call on a number of children to prepare very brief prayers to be used either with this story or on a succeeding day. Ask for a prayer to be used at evening and a prayer for the morning, to be written out and handed in to the teacher. Use the best of these prayers to show how children may pray. Prepare a prayer as a model. Put it on the blackboard where the children may see it, and have them all recite it together. Point out the prayers in the book of Psalms, such as, "Create in me a clean heart."

THE LESSON

Our lesson yesterday was about obedience. Where did we find Jesus in the story? What was he doing? How many times did he

go back to God in prayer while the disciples were sleeping? We have another account of Jesus in Gethsemane in one of our Scripture passages for to-day. [Have one of the children read the Matthew passage.]

We know that Jesus said much about prayer. [Ask if any can remember stories he told about people praying. Suggest, if the children do not know, the importunate widow, the Pharisee and the publican.]

Here in our lesson we have another story he gave to his disciples. One day Jesus was praying. When he had finished, his disciples who must have been struck by the spirit of the Master's prayer, came to him and said, "Lord, teach us to pray." They remembered that John the Baptist had taught his followers to pray to God, so they added, "Teach us the same way that John taught his disciples."

Jesus taught them a prayer which none of us can forget. We say it every day, and we call it "The Lord's Prayer." We recited this prayer this morning. Let us remember that the first time it was repeated was that day when the disciples came to Jesus and said, "Lord, teach us to pray."

It is one thing to pray, and another thing to mean what you pray. Haven't you ever heard people pray as if they didn't mean it? Have you ever asked anyone for something which you never really expected to receive? You know how half-heartedly you made your request, and you weren't surprised when you didn't get what you asked for. Jesus knew that if people are to pray, they must mean what they pray. He knew that if the disciples learned this prayer, every time they repeated it they would have to put their whole heart and soul in what they asked. Do you think he was right in this? Do we really mean what we say every morning when we repeat this petition of the Master's?

Jesus told the disciples a story to make plain what he had in mind. "If you were to have a friend come to your house in the middle of the night after a long journey, and your friend were tired and hungry, one of the first things you would want to do would be to give him something to eat that he might be strengthened and rested," the Master said. "But if, when you went to the cupboard, you found that there wasn't a thing to eat in the house, what would you do? You would want your friend to have some food, and so you would say, 'Well, if the stores are all closed, there is the neighbor across

the street. He will spare me some of the bread and other things he bought at the store this evening.' So across the street you would go, and you would pound on the door and say, 'You are a good neighbor of mine. I have just had a friend come to my house, tired and hungry, and I haven't a thing to give him. Will you let me have some bread and meat?' And if the neighbor should reply, 'Trouble me not: the door is now shut, and my children are with me in bed; I cannot rise and give thee,' would you not keep at him until he gave you what you needed?" This is the story that Jesus told the disciples after he had taught them the prayer we repeat.

Do you suppose he meant that whenever they prayed they were to keep at God, to tease God until he would answer? Or did he mean that we are to be in earnest in our asking? If you ask for something which you really need, and you ask for it in a half-hearted way, are people apt to give you what you want? Ought we to have a blessing we do not appreciate? Don't you think that what Jesus taught the disciples that day he is teaching us to-day—that if we pray we must mean what we say?

We know that he meant what he said when he prayed. Let us think of some of the things Jesus prayed for. We know that he prayed for the sick. He prayed for those in trouble, for the poor, for his followers that they might be faithful. The few times when we find him praying for himself, we discover that he asked God to help him to do the Father's will. What do these habits of Jesus in prayer suggest to us?

If Jesus needed to pray, do you think we, who are not so strong and good as he, can get along without prayer? For our own good we need to pray. But don't you think that some one else is interested in seeing us pray? If you never spoke to your parents, would they not feel badly? If you never speak to your heavenly Father, how do you suppose God feels? What is the result of not praying to him?

The best of men have always prayed to God. Can you think of men in the history of America who turned to God in prayer when our country's future looked very dark? We know that Washington prayed, and that Lincoln went to God many times in prayer. We know that in the Bible there are many men and women who never forgot to turn to God in prayer.

There are many times when we ought to pray. Jesus once said, "Men ought always to pray, and then they would not faint." If

you can think of some of the times when we ought to pray, we will write them down in their order on our blackboard. We should pray in temptation, for help to be good, and so forth. [Bring out the different times of need when prayer is our greatest help.]

We ought never to be ashamed to pray to God. Sometimes people act as if prayer were something that one ought to be ashamed of, but no one who knows Christ will be ashamed to pray whenever he feels the need. Boys know that many fine athletes have prayed before they went into a game—not that they might win the race or help to win the game, but that if they did win it, they might do so honestly. Think of what prayer is—it is talking to our heavenly Father. No one need be ashamed of that. To-day let us bow our heads, and silently, each one, talk for a few moments to him whom we love, and whose will we want to do.

THIRD WEEK

SERVICE OF WORSHIP

(a) MEMORY PASSAGE FOR THE WEEK: The Ten Commandments. Ex. 20:1-17.

(b) HYMNS: "Shepherd of Israel, Keeping Thy Sheep," No. 194; "Trying to Walk in the Steps of the Saviour," No. 230; "True-Hearted, Whole-Hearted," No. 170; Memory Hymn: "Yield Not to Temptation," No. 237.

(c) PRAYER: Our Father, we would know just what thou wouldst have us do. Lead us to do our best for thee in this great world which thou hast given us. We thank thee that thou hast invited us to be thy partners in doing good, and that thou givest us thy Spirit's presence to help us as we work with thee. Teach thy children how to love thee with all our hearts and serve thee all our lives, for our Saviour's sake. Amen.

STORIES

Third Week, First Day

HOW TO BE BRAVE

AIM: To encourage the child to dare to stand up for the right at all costs.

SCRIPTURE MATERIAL: Neh., chs. 2 to 4.

MEMORY VERSE: "Be strong and of a good courage."—Josh. 1:9.

SUGGESTED AIDS: Secure a number of small stones, such as may be used to build a small wall two or three feet long and about six or eight inches high. Before the lesson erect this wall on a table where it may be seen by the children. Make a breach in the wall in the center, and have the loose stones lying inside and outside the opening. Use this illustration to help to visualize the task of Nehemiah.

THE LESSON

Here we have a stone wall. You will notice that part of it has fallen down and that the rest of it is about ready to tumble down. [If it is inconvenient to build a small wall, draw a picture on the blackboard to represent the crumbling walls of Jerusalem.]

Years ago cities were built with walls about them to keep out the enemies of the people who lived within. These walls had great gates which were closed at night, and sentinels were posted there to see that no one attempted to force his way into the city. Can you think of a country where a great wall was built across the border, to protect the inhabitants against their foes? [If you can secure a picture of the Great Wall of China, have it up where the children may see it.]

Our story to-day is about a man who had something to do with restoring the ruined walls of a great city. He is known by the name of Nehemiah. One of the books of our Bible is named after him. That book tells us about his great work and, best of all, makes us acquainted with his brave spirit without which he never could have done the many things he accomplished for his people.

The name of the city whose walls were in ruins was Jerusalem. Years before, Nehemiah's people had been conquered by a foreign foe and many of their leading men had been taken away prisoners to

a distant land. Nehemiah was one of the prisoners in that land, but he was such a fine man that the king chose him to be his cupbearer. Can you tell what the king's cupbearer had to do? [Tell the children something of the duties of the cupbearer, and show how he came into constant touch with the king.]

Nehemiah heard one day that the city which he loved had suffered much in his absence and that the walls and many of the buildings were falling into ruins. If you were away from home and some one told you that your home town had been wrecked by a great fire, or earthquake, and that no one seemed to care whether it was rebuilt or not, you would feel rather discouraged. You would show your discouragement in your face, wouldn't you?

One day the king noticed that Nehemiah looked downhearted. He asked him what was the matter, and then the king learned that his cupbearer was sad because of the condition of the city he loved and the people who had been left behind there. The walls were in ruins, and his friends in the city were subject to the attacks of any wandering enemy who might come that way, as well as liable to the enmity of some people near the city who hated them.

The king was very fond of his cupbearer, so he gave him permission to return to Jerusalem and do what he could to restore the place he loved. The king furnished him with letters to the governor of the country where Jerusalem was located, and also gave him an order on the keeper of the king's forest to furnish him with timbers to help him in his work of rebuilding. The king also saw to it that Nehemiah had an escort of soldiers to protect him, for he knew that there were some men back in the neighborhood of Jerusalem who hated the Jews and who would not miss a chance to get rid of Nehemiah if the opportunity presented itself.

When Nehemiah arrived at Jerusalem, what do you suppose he did first? In the middle of the night, with a few men whom he could trust, he went out to see the city. You can picture how discouraging things must have looked. [Describe the ride around the walls.] Then the next day he told the leaders of the people of Jerusalem why he had come, and how he intended to proceed to the task of rebuilding the walls.

When the enemies of the people heard what Nehemiah proposed to do they laughed in scorn. Ch. 2:20. Notice what Nehemiah said: "The God of heaven, he will prosper us; therefore we his

servants will arise and build." What did we learn about being partners with God? When you are in partnership with God are you afraid of his foes and yours? Nehemiah found his courage at this time in the thought that God would bless what he was trying to do.

Nehemiah had a big piece of work to do. First, the people were discouraged and disorganized. Second, there were these enemies outside who sought to hinder him in every way. Did he sit down and expect things to happen without any effort on his part? If you had to build up a ruined city, what would you do first? You would try to find all the people who were willing to work, and then you would give each one his part to do. This is what Nehemiah did. He appointed each man to his place. Some of them had to act as soldiers, to guard the workmen against their enemies.

Of course there were discouragements. The people did not always do their best. Then Nehemiah must have thought of what a hard time he was having, when he might have been enjoying ease back at the court where he was the cupbearer. Whenever anyone tries to do right he meets with discouragements. We talk about loving God and obeying him. Sometimes when we have done these things and others call us names, as they did Nehemiah, or lie about us, or attempt to hinder us, we are tempted to say: "Oh, what's the use? Nobody seems to care." Nehemiah met all these temptations to desert his task, but he bravely went on with the work. Had not God called him? And when God calls you, you must go on, no matter how lonely you may be in what you are doing for him.

Something else made Nehemiah brave. Whenever he went about the walls and found those faithful people doing their part in building in the face of peril, and daring the enemy in that effort, he took courage. It helps a lot to know that others are with you in a good cause, doesn't it? We get courage from knowing that there are others trying to be brave. Nehemiah was not the only one who knew that God was with all who worked on the walls. The people knew that God was on their side. Where before they had been frightened by the wicked men who wanted to keep them in constant fear, and thus prevent them from restoring their beautiful city, the moment they were sure that God was fighting with them, they lost all their fear. There is a verse in the Bible which speaks about love casting out all fear. When God gives us a duty, and we really love him, we are not afraid to do what he commands. When Nehemiah

and his friends went to work with the idea that God would stand by them, no one could frighten them away from what they had to do.

There is a bravery which we can all show in the presence of danger. It is the courage to stand up for the right. To know what is right, and to dare do it, no matter what happens, is to be brave in the best sense.

Years ago there was a great missionary who gave his life for the people of the South Seas. His name was Bishop Coleridge Patteson. He was killed by savages one day when he landed on an island to tell them the story of the love of God. When Bishop Patteson was a schoolboy he captained a cricket team. In England cricket takes the place that baseball has with us. Coleridge Patteson was one of the best players on the team. One day, after a game which they had won, the boys began to act silly, and told stories that were not clean, and used bad words. "Collie," for that was his nickname, could not stand that, and he rose up and said: "If this talk goes on any further I will resign from the team. I cannot stand it, and I will not listen to it." And he left the room, and the team at the same time. You know what it means for the best player to leave a team just when they need him most. The boys knew that they had done wrong, and they gathered about "Collie" and apologized, promising never again to tell unclean stories or use bad language. Do you think Coleridge Patteson showed any bravery in the stand he took? Isn't it the finest kind of bravery to stand up always for the right?

Third Week, Second Day

HONESTY

AIM: To emphasize the virtue of honesty in all our dealings.

SCRIPTURE MATERIAL: Josh., ch. 7.

MEMORY VERSE: "Provide things honest in the sight of all men." (A. V.)—Rom. 12:17.

SUGGESTED AIDS: A few objects to illustrate this story may be prepared beforehand. Paint a block of wood, or a stone, with liquid bronze. Secure a gaudy-colored scarf or piece of cloth and a few large silver pieces, or, in place of the latter, a bag in which pieces of metal may be placed to give the suggestion of money. Let these represent the things which Achan stole, which were the cause of his death as well as the failure of Israel.

THE LESSON

Did you ever hear of a man who defeated his friends? Our story to-day is about such a man. He not only spoiled his own record but what he did prevented his friends from winning a great victory for God.

He was a soldier in an army of long ago. His commander was Joshua, the successor of Moses. Can any of you guess what he did? Here is his story.

Joshua had led the people of Israel into the Promised Land. He had given strict orders that no one was to take any plunder when a certain great city named Jericho was taken by the army. You know what it means for an army to be obedient to the orders of its general. What would have happened if soldiers under General Washington had refused to obey his commands? We know what did happen when some few became frightened and did not follow out his orders. Yesterday we had a lesson in which we learned how people may bravely do their duty even in the face of many enemies. If Nehemiah's friends had not done what was commanded, do you think they could ever have rebuilt the walls? Obedience is necessary at all times, and especially in an army.

The city of Jericho was a rich place. It lay on the caravan road over which came many a party with rich goods from other parts of the land. There were many shops in the city, and beautiful things were made there. To take it, strong walls had to be broken down and fierce defenders had to be defeated. Joshua knew that he would have to get the best support from his men in such an undertaking, and so his orders were very strict about stealing things or keeping things taken in the city. Whatever of gold or silver was to be kept was to be turned into the common treasury, where it would lie until the people were ready to settle down, and then it would help them to build houses and places to worship in the new land.

The city of Jericho was taken. [Briefly relate its fall. Picture the marching hosts, and the final assault.] Then there remained another town to be captured. It was not a big place. It was named Ai. Let us write the name down on the blackboard so that we shall remember it.

To take Ai, Joshua picked out three thousand men and sent them up against the town. You can see those fighting men of Israel going

up into the hills. Cannot you hear them talking about what an easy time they will have at Ai? They think that it will be nothing like the attack on Jericho, which was a great, strong city. But when they attacked Ai, to their amazement they found out that they were beaten back, and then, as they fell back, the defenders of the town rushed out upon them and the three thousand picked men fled helter-skelter down the hill. They didn't stop running until they were sure that no one was pursuing them, and when they presented themselves to Joshua, they were a very much disgraced lot of soldiers. Then the first question they all asked was, "Why was it that while we could take Jericho, a big city, we failed in trying to take Ai, a little hill town?" They were not the only people who asked the question. Joshua asked it also. And we, too, ask it, to-day.

Let us turn back to Jericho again. You will remember that the orders were that when Jericho was taken not a single soldier was to take the tiniest bit of money for himself, but that all the gold and silver and beautiful cloth were to be kept for the Lord. When the city fell, everybody thought that everybody else had obeyed that command. But had everybody done so? We said that this is a story about a man who defeated his friends. Here is where the man comes in, and as he does, we can see why the soldiers failed at Ai.

The night after the fall of Jericho, when the stars were peeping out of the sky and the moon was just climbing over the hills near the town, when the people were fast asleep in the town and only the soldiers on guard were passing up and down the streets, the flap of one of the tents nearest the city walls was raised and a man's face peered out to see if the guard was near. When he saw that the soldier was down at the other end of the street, he ran out of the tent quickly, and hurried through the town to some ruins which he had fought over earlier that day. He appeared to know just what he wanted to do. Into the ruins he went, and up to a big stone which he rolled aside. Suddenly the moonlight streamed across his shoulder and lighted up something which he picked up. It was some gold and silver which he had hidden away when the city was captured. [Hold up the golden wedge, bag of coins, and piece of cloth.] With the gold and silver there was a beautiful garment in which he wrapped the money, and then he went stealthily back to his tent, dug a hole in the ground, and buried his stealings there. He thought that no one would ever know about it. This was the man who thought that

one man could be dishonest without affecting others. This was the man who thought that he could deceive Joshua. This was the man who thought that God wouldn't notice his wickedness.

Achan was found out. We say, "Be sure your sin will find you out." It always does find us out. The people knew that some one had done wrong or their chosen men would not have been defeated. What harm one dishonest man can do we know from our own history. If Benedict Arnold had succeeded in betraying the American cause to the British, the whole story of America might have been different. When one person turns out to be dishonest, other people become suspicious of many more. Suspicion never helps us to win victories.

Achan was punished. His death was cruel, but then he had done a cruel thing and Joshua dealt with him in a very stern way. Joshua knew that there were more things at stake than Achan's affairs. He knew that a great people could be discouraged if wickedness were allowed to go unpunished. He also knew that if people are to get along together they must be honest—honest with themselves, with each other, and with God.

Dishonesty begins in little things. It looked like a little thing for Achan to steal what he did, but if he had been allowed to escape do you think he would have stopped with the gold and silver and garment from Jericho? Dishonesty never cures itself. It becomes worse.

We said that Achan defeated his friends. How do we defeat our friends when we are not honest in all that we do? Can you think of ways in which we defeat good causes by dishonesty? Can you think of how we hinder God's work by pretending to be one thing and really being another? Let us talk about this now and, when we have finished, think about our memory verse which reads, "Provide things honest in the sight of all men."

Third Week, Third Day

HOW TO KEEP OUR HEARTS FOR GOD

AIM: To teach the necessity and the beauty of a pure life.

SCRIPTURE MATERIAL: Psalm 1.

MEMORY VERSE: "Keep thy heart with all diligence; for out of it are the issues of life."—Prov. 4: 23.

SUGGESTED AIDS: Use the blackboard illustration. Also follow hints offered in the body of the lesson.

THE LESSON

Have you ever thought of your Bible as a picture gallery? You know that in a great picture gallery you can find all sorts of pictures. There are scenes showing the sea, or the mountains, or some little house set back among the trees. Then there are pictures of people. In the great art museums you will find some of the wonderful paintings of the world. [If you have a print or reproduction of some great painting, show it at this point, and have the children tell you what great pictures they know and admire.]

Our Bible is a picture gallery. In it there are all kinds of scenes. We have mountains, rivers, houses, and persons, too. What is the greatest picture in the whole gallery? Jesus. That is why we love our Bible, and why we read it: it tells us about Jesus. The Bible also has other pictures in it. There are many men and women and boys and girls described in its pages. To-day we have taken a picture from one of its books, and are to study it for our morning lesson. Let us have one of the class repeat or read the passage for to-day. [Have a child recite the First Psalm, or if this cannot be done from memory, have one of the children read the psalm.]

This psalm gives us the picture of the blessed man. Let us think of some of the things that will help us to remember him in the future. First of all, we learn that there are some things which the blessed man does not do. What is the first? "He doesn't walk in the counsel of the ungodly." What does that mean? "He doesn't follow bad advice." Haven't you ever had some one else tell you that even if a thing seemed wrong to you, you could do it and not be found out? Isn't that "the counsel of the ungodly"? We will draw a big heart on the board to-day. [Use red chalk for this drawing.] There is our heart. There are no marks upon it. Suppose we follow the counsel of the ungodly, which is to deceive and to be untrue and to do naughty things, never expecting to be found out. Suppose we are not found out, what happens to our heart? [Put a splotch of chalk on a corner of the heart.] We say that sin always leaves a mark. So does the counsel of the ungodly, if we follow it. [Point out what it means to a child to deceive his parents. He may escape detection, but his heart will never be the same.]

The next thing the psalm tells us about this blessed man is that he doesn't "stand in the way of sinners." What can be meant by that? Do you think the man who wrote this psalm for us intended to tell us

that if we followed the wicked advice of bad people we soon would be standing by their side and be just as bad as they were? There are many times when we are in danger of standing in the way of sinners. Perhaps we have been following the example of some one else in telling falsehoods. Or we may have become dishonest in our dealings with our playmates. Or we may have drifted into bad company and have learned language not fit to be used in our own homes, and in the presence of our mothers. Or we may have listened to tales that we knew were bad, and perhaps we repeated them. What do you suppose such things will do to your heart? [Add more splotches to the drawing.]

The third thing that we learn about the blessed man is that he doesn't sit "in the seat of the scoffers." How may we explain that? Did you ever watch boys or girls who listened to bad stories or chummed with wicked companions? First they walked "in the counsel of the ungodly." Next they stood "in the way of sinners." And last of all what did they do? Sat "in the seat of the scoffers." They made fun of being good and sneered about the Bible and the Sunday school and all other good things.

God wants us to be at our best for him. We know that we cannot be our best if we allow things that are evil to get into our hearts. Did you ever think of your heart as a fort which evil was trying to break into? Years ago there was a man who wrote a book called "The Holy War." His name was John Bunyan. In this book he pictures the human heart as a city, and calls it "The City of Mansoul." You can guess what he meant by that, can you not? This city had various gates, and at all of these gates, he said, the enemy was trying to gain admission and capture the city. If we think of our heart as the city which evil is trying to capture, we might call the gates "Eye Gate," "Mouth Gate," "Ear Gate," "Thought Gate." [Show how, through these gates, evil may get into our hearts.] How, then, can we be "blessed," or "happy"—for that is what the word means? No one can really be happy if his heart is bad, can he?

Our memory verse reads, "Keep thy heart with all diligence; for out of it are the issues of life." Years after those words were written our Lord said, "Blessed are the pure in heart: for they shall see God." Do you think that a heart made unholy and impure by wickedness can see God? There isn't any such promise made to people who

listen to evil and keep company with sinners and make fun of God and religion. If this is so, what ought our memory verse to suggest to us? We must keep our hearts clean. We mustn't listen to bad words, stories, or yield to wicked advice. We must stand up for God and goodness. Our picture of the blessed man tells us how that is done. "His delight is in the law of Jehovah; and on his law doth he meditate day and night."

Let us work out a code of laws for ourselves. We will turn to our Bible, and to our Saviour and find there some of the things we know we all ought to do. When we say we "delight in the law of Jehovah, and meditate on it day and night," of course we mean the Bible and its great teachings. But we want to make up a simple set of laws to help us in keeping our hearts pure for God.

1. Give your heart to Jesus.
2. Try always to be like him.
3. Choose only those companions who love him.
4. When you are tempted, ask God's help.
5. Never keep anything from your parents.
6. Never listen to evil.
7. Respect yourself.
8. Keep busy doing good.
9. Rebuke wrongdoing.
10. Never lead another into temptation.

If there are any other laws you want to add to this list, do so. If we keep these, our hearts will be what God wants them to be—pure. [Rub out the splotches on the board and leave the clean heart. Write inside the heart, "For God." Have the class repeat the memory verse at the close.]

Third Week, Fourth Day

HOW TO BE LOYAL

AIM: To teach the importance of loyalty to others.

SCRIPTURE MATERIAL: The Book of Ruth.

MEMORY VERSE: "Entreat me not to leave thee, and to return from following after thee; for whither thou goest, I will go; and where thou lodgest, I will lodge; thy people shall be my people, and thy God my God."—Ruth 1: 16.

SUGGESTED AIDS: A copy of The Gleaners placed before the group. Also as additional memory work, have the children learn the follow-

ing poem, which can be found in the "Hymnal for American Youth," No. 170. To sing it, quietly and thoughtfully, at the close of the lesson will make it mean much to the children.

I would be true, for there are those who trust me;
I would be pure, for there are those who care;
I would be strong, for there is much to suffer;
I would be brave, for there is much to dare.

I would be friend of all—the foe, the friendless;
I would be giving, and forget the gift;
I would be humble, for I know my weakness;
I would look up, and laugh, and love, and lift.

—Howard Arnold Walter.

THE LESSON

This is a love story. It tells us about a young woman who never faltered in her devotion to an older woman, and who clung to her through all sorts of sorrows and hardships.

[To secure a background for the story, review what the children know of the way people lived in America during the colonial period. Discuss the characteristics of the times—Indian fights, exploration trips, dangerous adventures, and brave deeds. Over against the stern experiences of those early days set the picture of Priscilla, John Alden, and Miles Standish. Point out how loyal the early pioneers were to each other.]

Turn to the story of Ruth. It is a story of quietness and peace after the tales of strife and bloodshed in Judges. Think of Naomi, a Jewess, living in Moab, and the sorrows which came to her home. First her husband died, then her two sons. Her sons had married young women of Moab, and when the home was broken up, and Naomi started out to find a place where she might have a chance to make her living, she expected that her daughters-in-law would remain in Moab.

[Have three girls participate in the story at this time, selecting one to represent Naomi, a second Orpah, and the third Ruth. Give each a Bible open at the first chapter of Ruth. Have them read the dialogue. Prepare them to do this beforehand, so that the story may not suffer through poor reading.]

Naomi is in the center, and the two daughters one on each side. Naomi reads, ch. 1: 8, 9: "Go, return each of you to her mother's house: Jehovah deal kindly with you, as ye have dealt with the dead, and with me. Jehovah grant that ye may find rest, each of you in the house of her husband."

Naomi kisses the two girls, and they bow their heads and weep silently. Then they lift up their faces, and Orpah says, "Nay, but we will return with thee unto thy people," v. 10.

Naomi replies, reading conversation in verses 11, 12, 13. The girls continue to weep. Then Orpah kisses her, and walks away. Ruth takes hold of her hand.

Naomi speaks again, v. 15.

Ruth replies, verses 16, 17.

They embrace and both leave the platform together.

Follow the women back to Israel. Tell how Ruth gleaned in the fields. Explain the custom of permitting the poor to glean. Show what this return to Israel meant to Naomi, and what it cost Ruth. She might have had comfort with her own people, but she chose to be loyal to Naomi, even though it involved poverty and hard work.]

We would say that Ruth was loyal, or as we sometimes put it, "true blue." Don't you think that Ruth's spirit is the kind we need more of in our lives? Can you think of some ways in which we can show our loyalty to God? Can you mention how we may show our loyalty to one another? Can you remember any Bible stories which tell us of loyal people? What about Moses, who refused all the honor of the Egyptian court in order to help the people of God? What about Joseph who, before Moses, was loyal to God? Think of Nehemiah and of Samuel. There is a story in the Old Testament about a soldier named Ittai, who had command of King David's bodyguard. When King David had to flee for his life, at the time when his son rebelled against him, he offered to release Ittai and his soldiers, just as Naomi offered to release Orpah and Ruth. Ittai begged the king not to send him away, and said, "Surely in what place my lord the king shall be, . . . even there also will thy servant be."

It is when people are loyal and true that we can really count on them. When people are loyal because of God, we know that they are most dependable. Why did Ruth stand by Naomi so steadfastly? She wanted to love and serve Naomi's God. Who was he? Ruth's

people worshiped a cruel and evil God. Ruth had seen enough of what Naomi's God could do for her to want to love him and serve him in company with her mother-in-law. Then Ruth stood by Naomi because Naomi needed her. Isn't that the time to show your loyalty? When Jesus was crucified, his followers were frightened and fled. There were a few who remained near the cross, but most of them kept out of the way for fear that they, too, might be made to suffer. We know that they regained their faith and courage, and that when God filled their hearts with his Spirit, they became different men. But when Jesus needed their loyalty they failed him. Are there times when we are disloyal to our Master? Ruth loved greatly. Because of her love she was true. Isn't it our duty to love with our whole hearts, and so make sure a great loyalty not only to others but also to our Master and Friend? [Close the story with the poem read or recited or sung by the children, and repeat the memory verse once more.]

Third Week, Fifth Day

HOW TO FIND OUR PLACE IN THE WORLD

AIM: To assist the child to anticipate a life calling wherein the Christian spirit and purpose shall have full expression.

SCRIPTURE MATERIAL: Acts 9: 1-22.

MEMORY VERSE: "Lord, what wilt thou have me to do?" (A. V.)—Acts 9: 6.

SUGGESTED AIDS: A map of the world or a globe to illustrate the world need of Christlike service, a spelling book, a Bible, a package of first-aid materials with the conventional Red Cross mark upon it, a handful of coins, a garden rake, a shovel. Suit your objects to the callings you want to emphasize.

This lesson ought to be taught with a view to helping the children to appreciate the Christian character of any work, provided one accepts it as an opportunity from God to serve others and to do his will. It ought also to be a lesson in which specific emphasis is laid upon definite Christian service in the Church and on the mission field. Many children in their junior years receive the impression which develops into a life purpose. To hold up the great task of the Kingdom of Christ, and show how we may fit in as doctors, teachers, nurses, ministers, helpers, is the opportunity this lesson presents.

THE LESSON

Our story to-day is about a man who wanted to know what he was to do with his life. That is an important question, isn't it? The name of this man was Saul. Later this name was changed to Paul. How he found out what God wanted him to do is an interesting tale.

[Relate the story of Saul's persecutions of the Christians. Show him at the stoning of Stephen. Follow him on his way to Damascus. Describe the experience on the highway—the vision and the voice; what Saul might have done—rebel against God; what might have happened.]

Did you ever stand on a corner where you didn't know which street to take? And did you ever take the wrong street, and get lost? Or did you ever come to a fork in a road and not know which road to take, and by accident take the wrong road? Saul was at the fork in the road. He did the wise thing. He asked God what he wanted him to do. "Lord, what wilt thou have me to do?" (A. V.). It is always good policy to ask God's advice when you are puzzled. Don't you think that God is as interested in your life as you are yourself, and that he is able to give you the very help you need if you will but ask it?

Saul asked God's advice. God gave it to him. [Describe how he was sent to Damascus. Tell how Ananias was sent to Saul, and how he feared him because of what he had done to the Christians.] Ananias was the helper whom God sent to Saul to aid him in finding out what he was to do. This is the way God works. We ask him what we are to do, and then he puts something in our hearts, which we ourselves at times do not understand, except that we know it is a longing to do something for him, and then some one comes and tells us about a great need in God's world, and we say, "Perhaps God can use me to help to meet that need."

Don't you think this world is a needy world? There are poor people in it. There are millions of sick people who never have a chance to be healed as they should. There are millions of ignorant people who cannot read, and who are the victims of others who know more. There are nations who do not know Jesus Christ, our Lord and Saviour. There are all sorts of things yet to be done in this world before we can say that God's Kingdom really has come into our hearts.

What would you like to be to meet the need of the world? [Draw out from the children what they would like to be. Have them give reasons for their choice.]

The big question is not what we want to do, but what God wants us to do. The first thing we ought to ask is, "Lord, what wilt thou have me to do?" Why do we say that this is the first question? If we do the thing that God wants done, we shall be obeying his will.

Let us think of some of the ways in which we can do his will. Saul asked for direction, and he received it in being told that he was to be an apostle to the Gentiles, and that this calling of his would cost him something. [Hold up the spelling book. Speak of the calling of the teacher, and show how in distant lands the great longing is for knowledge, and how that longing aids teachers in telling the millions who are ignorant of the true God and his love. Next, take up the package of first-aid materials. Speak of the calling of the Christian physician. The garden rake may stand for the people who till the soil, and upon whom so many others are dependent for food; the shovel, for the miner. The garden rake may also suggest the agricultural missionary who helps needy people in India and other lands.

Point to the map of the world, or to the globe, and remind the children that all the lands shown thereon are to be made Christian. That means that everything done on earth is to be done in the spirit of the Lord Jesus. Open your Bible and read the Great Commission, "Go ye into all the world."] Now let us ask the question, "Lord, what wilt thou have me to do?" [Show its meaning in the light of the world need.]

There are some who will say: "We cannot all be doctors, teachers, ministers. Some must work in mills and run business, and so forth." True, and one of the rewards of such work is money. [Hold up the coins.] But that money can be made to work for God if we earn it in the right way and use it unselfishly for others. It may be that what God wants us to do is to be Christian business men and women, and to handle the money which he puts in our care for others. Even money can be made to do God's will if it is handled rightly.

[Revert to the missionary call. Speak of the various ways in which men and women are going out to other lands to-day, just as Paul did long years ago, and how they are doing the Lord's will in assisting others in many ways. Speak of the work of the medical

missionary, of the teacher, the nurse, the agricultural missionary, and other forms of service. Then come back to our own homeland and mention the ministry, laying its responsibility upon the children; also the many openings in the Church and social-service agencies which challenge us to-day. Discuss the fact that we have only one life to live, and that it ought not to be wasted. To make it count most we must continually seek God's counsel, and in the words of the memory verse ask, "Lord, what wilt thou have me to do?"]

FOURTH WEEK
SERVICE OF WORSHIP

(a) MEMORY PASSAGE FOR THE WEEK: Psalm 1.

(b) HYMNS: "When We Walk With the Lord," No. 228; "Hushed Was the Evening Hymn," No. 233; "Fling Out the Banner," No. 130; Memory Hymn: "From the Eastern Mountains," No. 36.

(c) PRAYER: Our loving Father, we thank thee for our loved ones and our friends. We thank thee for our parents, who have loved us and cared for us, and who pray that we may grow up to be good men and women. We thank thee for our friends, who believe in us, who help us, who expect us to be true and noble. We would not disappoint them. We would not disappoint thee. So we ask thee to be with us that we may be thy true and loving children, through Christ. Amen.

STORIES

Fourth Week, First Day

HOW TO FIND GOOD IN OTHERS

AIM: To appreciate the good in other people, especially those of another race.

SCRIPTURE MATERIAL: Luke 10: 25-37.

MEMORY VERSE: "God . . . made of one every nation of men to dwell on all the face of the earth, having determined their appointed seasons, and the bounds of their habitation; that they should seek God . . . though he is not far from each one of us."—Acts 17: 24-27.

SUGGESTED AIDS: Pictures, such as Michelangelo's David or Murillo's Madonna and Child, to illustrate the treasures which other people have given to us; music, taking selections from different composers, and playing them on the piano, or having the children render them on instruments, if they play. The phonograph will be found useful in this connection, as will the stereopticon in the case of the pictures. Various contributions of other races to the common treasury of the whole world will occur to the teacher. Prejudice may best be met by teaching appreciation. Find the strong points of disliked racial groups of your community, and call attention to them: the love of music and art in the Italian, music in the Russian, and so forth.

THE LESSON

Who are our great national heroes? Why do we mention Washington and Lincoln in almost the same breath? Are there any others whom we ought to remember? [Clara Barton, the founder of the Red Cross; Frances Willard, the pioneer in temperance.]

Have other countries their national heroes? [Speak of a few great characters, such as Garibaldi, of Italy; Kossuth, of Hungary; John Huss, of Bohemia; Joan of Arc, of France, and so on. Bring out the fact that there have been men and women in other lands just as dear to their fellow countrymen as our own great characters are to us.]

We are Americans. [Find out if all the children have been born in America. If there are any foreign-born, show that the mark of

an American is to have the spirit of America, the spirit of fair play, opportunity, and helpfulness.] We believe that in America everyone has a chance, and that he should not be hindered in making the most of that chance.

Other countries have helped to make America. [Talk of how the heavy labor in our mines and on our railroads is often done by people we call "foreigners." Remind the children how many places which white people are disinclined to fill are occupied by black people. Show how other nations have sent some of their best to us to help to build up a better America. All we ask of anyone who comes to America is that he share in our country's spirit and do his best with us to make our country what God wants it to be—just, helpful, and good.]

Do we always treat strangers as heartily and cordially as we do the people we know well? Aren't we apt to be a little "cool" toward them? And if we do not like them, aren't we inclined to say unkind things about them and give them very little sympathy? [Draw out some of the common prejudices which exist in America, although not so strongly in children as in adults. There is the prejudice against foreigners in general. Then there is the constant belittling of the Negro on the part of some. Next, there is our envy of some strangers who have come into our neighborhood, and have succeeded in making a place for themselves in our communities. Various kinds of prejudices, social and religious, will suggest themselves to you.]

Is it fair to think only of the weak points, or the things we don't like about people, instead of finding their good points? [Remind the children of the gifts which have come to us from other lands in the form of art, music, and so forth. Call their attention to the many pretty things in store windows which come from countries across the sea.] These people whom we dislike are just like ourselves. They love one another; their children like sports and enjoy themselves as we do; in every way they are very much like us. They bring many good things to our America, and if we learn to appreciate them, we find that they make good friends and fine partners in every effort we put forth.

Our memory verse reminds us of something that we often forget. When we hear people talking about foreigners or Negroes or men and women of yellow skins, let us remember that God has made us all alike. "God hath made of one blood"—how do you explain that?

Isn't God the heavenly Father of all boys and girls, no matter what the color of their skin? And isn't it our duty to appreciate that fact, and try to be loyal and helpful to them?

Jesus knew what it was for some people to dislike other people. He knew what unhappiness and trouble that kind of spirit brings to the world. In his day his people, the Jews, thought themselves much better than any other people. They looked down upon the Romans who had conquered them, and who ruled their land in Jesus' lifetime. They despised all foreigners and, above all, they hated a people called Samaritans.

Our Lord knew how they disliked the people of Samaria. The Jews wouldn't have anything to do with the people of that part of the country. We know that Jesus never could act that way toward anyone, no matter what country he came from. So we are not surprised to find him telling a story about how to be a good neighbor and appreciate others, and using a Samaritan as the hero.

[Relate the story of the Good Samaritan. Put behind it this background of contempt on the part of the Jew for the Samaritan, and then show how the Samaritan did what no Israelite would do for the man who fell among thieves. The point to emphasize is that here we find a man who was despised showing the very spirit we admire.]

Many people who have been despised by others have proved that they had in them the stuff that Jesus admired in the Good Samaritan. No one ever thought that Booker T. Washington could ever become the great leader of the colored people that he was. They said about him, as one of Jesus' disciples said about the Master—before he became his follower—when he learned that Jesus came from Nazareth, "Can any good thing come from that town?" Not so long ago a man died who was known as the "electrical wizard" of America. His name was Steinmetz. He came to America a poor immigrant boy and, but for a friend who met him on board the ship, he might never have had the chance to become a great scientist of America. The friend saw something in him, and to-day we are glad that he made this discovery.

If you want to bring out the best in anyone, how do you go about it? If a boy plays poorly on the team, do you help him by scolding him and never giving him another chance? If a girl misses out in a game because she wasn't quick enough to learn it the first time, are you playing fair with her never to give her another chance? Of

course not. And what we learn from our games, we know is true in our country. We must believe in others as our brothers, just as Jesus did, and then we shall get along with them in a happy partnership for God.

Fourth Week, Second Day

WHAT TO DO FOR OTHERS

AIM: To inspire the children with the spirit of helpfulness toward others.

SCRIPTURE MATERIAL: Matt. 25: 31-46.

MEMORY VERSE: "Forget not to show love unto strangers: for thereby some have entertained angels unawares."—Heb. 13: 2.

SUGGESTED AIDS: Use the blackboard for this lesson, following the suggestions given in the text.

THE LESSON

Have you ever sorted out a number of things which were all mixed together? Here is a boy with a bag full of marbles. He has had them in that bag all winter, but in the springtime he wants to know just how many marbles of one kind and how many of another he has, so he sorts them out. Did you ever watch the vegetable man sorting out his vegetables? Perhaps he has a barrel of apples. All the bad apples which, if left in the barrel, will spoil the good, he takes out, and throws away. Or else he puts the small apples in one pile, and the larger apples in another.

Do you know that people sort us out in that way sometimes? They watch us and say, "John is a clean boy, but William doesn't keep himself neat at all." Or, "Hannah is very polite, but Mildred never has a nice word no matter what you do for her." Or in school our teacher sorts us out according to grades, and marks some of us as passing and others of us as deficient. When we grow up, and go out to earn our living, we are treated the same way. If we are honest, faithful, and industrious, people notice it. If we are not, we are marked accordingly.

You ask, "What has all this to do with our story to-day?" Just this—our story is about how God sorts us out according to what we are and what we do. It is a story Jesus once told to his disciples. Let us read it and think hard about what it says. [Note on the blackboard the reasons why the King rewards those on his right

hand: meat in time of hunger, drink in time of thirst, shelter when homeless, clothing when ragged or naked, comforting visits when sick, in prison and not forgotten.]

This is just what Jesus did when he lived in Palestine. [Speak of his many kindnesses to others, even when he was weary and needy himself. Remind the children that he gave all this service because of his great love.] We cannot imagine Jesus doing any less than what he praises in the parable.

As Jesus' followers, we are to do what he did—feed the hungry, clothe the naked, visit the sick. [Tell how the spirit of Jesus expresses itself in such great institutions as the Red Cross, the Near East Relief, hospitals, schools, asylums, orphanages, and so forth. Carry this thought to the needy of other lands, and tell the children something of the missionary work of the Church, describing the hospitals, schools, et cetera. Show them how they can help in doing this work of his by giving, praying, and some day, perhaps, going.]

What Jesus calls for on our part is this spirit of helpfulness to others. In trying to help them we are doing the thing he would do if he were here; and in helping them, he tells us, we are helping him. [Recall the story of the "Vision of Sir Launfal."] To see in the one whom we are helping some one whom Jesus loves is to help our Lord in making needy hearts happier.

There is a story about a woman named Eager-Heart who lived in a far-away land. Her little village expected the great King to pass through it. Eager-Heart dreamed that she was to entertain him. So she swept and dusted her little cottage, preparing for his coming. Late in the evening she lighted the lamp, made the bed ready, prepared the best food that she could find, and then waited. Suddenly there came a knock on her door, and you can imagine how her heart fluttered as she went to open it. Would it be the King? She opened the door, and there stood a poor, tired woodsman with his wife and a little boy. They asked her to take them in for the night.

"Not to-night," said Eager-Heart. "You see I am expecting some one, but if you come to-morrow night or any other night after that I will gladly take care of you."

The poor man looked sad, and replied: "That is what everybody has been saying to-night. Can you not take us in? See, the little lad shivers with the cold, and my wife is so weary."

Eager-Heart hesitated. She wanted to entertain the King, and if

she admitted the strangers, she would have no room for him when he came. But as she looked into the face of the little boy, she thought that she had never seen such a beautiful child, and that moment she gave in, and invited the strangers into her cosy, warm house.

Of course she was disappointed. Now all her hopes of welcoming the King were to be in vain. But she knew that she had been kind to the strangers, so she tried to hide her disappointment.

After she had cared for her guests, she went out into the street, and then she saw some men who were searching for the King. They said that they had been directed to her house. "Oh, the King cannot be here," she said. "Surely he cannot be in my poor little home."

But when the door was opened the little cottage was ablaze with light, and there on her snow-white bed was the little child whose beautiful face she could not forget. That little child was the infant King. Then Eager-Heart bowed before him and rejoiced. Her heart was glad that night for she had, unknown to herself, welcomed the King.

Our memory verse suggests to us something that this story teaches. "Forget not to show love unto strangers: for thereby some have entertained angels unawares." Isn't that what Jesus teaches in the story he told long ago? And if we fail to be kind and helpful, ready to do a loving deed in his name, may we not run the risk of losing the joy of serving him, and face the sorrow of being sorted out on the wrong side?

Fourth Week, Third Day

HOW TO BE A REAL FRIEND

AIM: To teach the meaning of real friendship.

SCRIPTURE MATERIALS: I Sam. 18: 1-4; 19: 1-7; ch. 20.

MEMORY VERSE: "There is a friend that sticketh closer than a brother."—Prov. 18: 24.

SUGGESTED AIDS: Use the blackboard. Draw two large hearts, and connect them with a chain of three links, marking each link with the word suggested in the text.

THE LESSON

A boy was once threatened with a beating by another boy, larger and stronger, but the little fellow just stood his ground and wouldn't be afraid. Afterward he was asked why it was that he dared to

speaking back to the bigger boy when he himself was so small. He answered, "Well, you see, I wasn't afraid, because brother Fred was just around the corner, and I knew that he would come to help me if I needed him." His brother was larger than the boy who had threatened him, and he knew that he had some one ready to help in time of need.

Our memory verse to-day says, "There is a friend that sticketh closer than a brother." That sort of friend is the kind we need, isn't it? Our brothers stick close enough, but to have a friend who can mean even more than a brother is to possess a great treasure.

What do we mean by "friend"? Would you like to hear a story of friendship from the Bible? There is one of the finest stories of friendship in our Library that you can read anywhere. It is the tale of two young men named David and Jonathan.

[Relate the story as given in the Scripture. Bring out the honesty of Jonathan with David. Emphasize the trust which each had in the other. Speak of the great love which they bore for each other. Trace the friendship into later years when, for the sake of his old friend Jonathan, King David was kind to Mephibosheth, the crippled son of the man he loved.]

Look at these two hearts, side by side on the board. They must be tied together with friendship. Now let us think of a few simple things that must go into our friendships.

First, there must be truth. [Connect a link with the right-hand heart.] We cannot be real friends unless we are true to each other. If a girl claims that she is your friend, and goes about telling falsehoods about you, you are quite sure that she isn't a real friend. If a boy pretends to like another boy, and when he happens to be in some one else's company says things against him, he cannot claim to be true. We must be true, or loyal, to each other. Just as David and Jonathan were true, so must we be true at all times.

Second, let us write "Trust" under a link which we will connect with the left-hand heart. If you cannot trust your friend, there can be no real friendship. When the doctor comes into our homes in the hour of sickness, he prescribes medicine for us, doesn't he? We don't like to take the medicine, but we usually do, because we believe that it will help us. We never doubt that the doctor is giving us something that is good for us, do we? We just trust him. If we failed to trust him, if we didn't believe in the honesty of the drug-

store man, if we didn't have confidence in the nurse, we should not take any medicine at all.

Did you ever hear the story of the great king, Alexander the Great, who when he was very ill received a letter telling him that his doctor intended to give him poison in the form of medicine? The doctor was a great friend of Alexander's. When the doctor came in with the medicine, Alexander took the cup, drank all of it, all the time looking the doctor in the face, and then drew the letter from beneath his pillow, and handed it to him. Alexander trusted his friend, the doctor.

Let us connect these two links with another, which we will mark "Love." [Speak of the love of David and Jonathan.] Jesus once said that the test of our love is found when we are ready to lay down our life for a friend. Do you think that David and Jonathan could pass this test? Could you?

Whenever we talk about friendship, we must never forget the friendship of Jesus. [Discuss his loyalty, his trust in others and God, and his great love.] Our memory verse reads, "There is a friend that sticketh closer than a brother." That friend is Jesus. No one is so good a friend as he is. How can we become his friends?

Fourth Week, Fourth Day

HOW TO BE UNSELFISH

AIM: To show how the spirit of sacrifice must rule our lives, making us unselfish in our attitude toward others.

SCRIPTURE MATERIALS: John 1: 19-41; Luke 3: 1-20; John 3: 22-30; Matt. 11: 2-6.

MEMORY VERSE: "He must increase, but I must decrease."—John 3: 30.

SUGGESTED AIDS: A picture of Christ, preferably one of the face, and not a full length, using it as a "silent preacher" all through the lesson. Hang the picture where all the children may see it, and do not refer to it save at the close of the lesson.

THE LESSON

[Begin the story by discussing a game, and asking the children if they ever were in a game and were taken out to let some one else, who could play better, have the place. This will appeal to the boys especially, who will appreciate what it is to be a substitute.]

All of us would like to be first on the team. No one wants to be in a second place, but if there is some one else better to fill the place, we want him to have it in order that our side may win.

Our story is about a man who learned how to take second place at a time when he was very popular. [Tell the story of John the Baptist's popularity. Picture the crowds who resorted to him, and how they listened to his teaching. The people were looking for their Messiah, and many thought that John was the promised king. Think what a chance he had to pass himself off as something which he was not. The people would have been glad to hail him as king, but John knew that he was no king.] Don't you think that it is a fine thing to know what you cannot do, as well as what you can do? If God has sent you to do one thing, as he did John the Baptist, are you wise in trying to do something greater before finishing what he has assigned to you? John was wise. What was his work? Who can tell us just what John was sent to do?

[Speak of the preparation he was to make for Jesus. He was to make ready the hearts of the people to receive the Master's message, and to welcome him when he came. Just at the height of his popularity Jesus appeared. John baptized him in the river Jordan. When Jesus asked John to baptize him, John felt that he wasn't worthy to do it. He said, "Why, Master, I need to be baptized by you, instead of baptizing you." Jesus knew that John was a humble man. Is there anything in the way he lived out in the desert that tells us that he was humble? [Refer to the simplicity of his food and clothing.] Jesus permitted John to baptize him, because he wanted to obey the law of righteousness. Others who loved the Kingdom of God, and wished to see his will done on earth, were receiving baptism from John. So Jesus accepted it.

Then some of John's followers turned to Jesus. They soon learned to love the Master, and before long many of John's most devoted disciples were with Jesus. When John heard that Jesus was becoming more and more popular every day, he did not become jealous. Rather, he rejoiced and said, "He must increase, but I must decrease." When anyone can say that, he is a great man. Do you think that it was easy for John to give in to Christ? Some of you will say, "No." Others will say, "Yes." It depends on what you think of Jesus. If you really love him, it will not be hard to give him first place.

Think how in your own home some one is taking second place to let you have the best. Think how your mother sacrifices that you may have your clothes, or a good time, or some pleasant thing you have wanted. There isn't a day that goes by without someone, either in your home or in your little world, giving up in order that you may have some happiness.

How did all the privileges of this land of freedom come to us? Didn't some one have to give up, sacrifice, suffer, in order to make possible what we now enjoy? Suppose those men and women back in Washington's time had said: "Oh, this cause of freedom will cost me something. What is the use in suffering all that it will put on me? I don't want poverty, wounds, perils in the wilderness, and death. My own comfort and life are worth more to me than this matter of freedom." They didn't say this. What they did say was: "Freedom must increase. Liberty must be proclaimed throughout the land. And all that I have must be given up in order to make possible for the boys and girls of some future time what is their right. America must increase, but I must decrease."

Wouldn't America be a great country for God if all of us were to learn the spirit which was in the heart of John the Baptist? Not that we must always step aside and say to others, "You must be first." But when we see a chance to make people happier, and more kind and good, if by our taking second place that can be done, shall we take it? Don't you think that selfishness, the opposite to this spirit of John's, is what makes us so unhappy at times? People want their own way too much, and do not want to give in. Just think how in school each of us wants to be first. The teacher must help certain ones of us and no one else, although we may be better prepared to do the work in our craft hour than some one else. But just because we are selfish, each one crowds in and says, "I'm first," forgetting that there are others who have just as much right as we have to the teacher's help, and never remembering that it is polite to take our turns.

There is one thing in the story of John we mustn't forget. When he spoke of another increasing, he meant Jesus. John was happy to know that many were loving and following the Master. He was willing to be forgotten if only Jesus were remembered.

Isn't that what we have been put into this world for? We are here to help to increase the number of people who will love and follow

Jesus Christ. How can we do this? How can we make ourselves decrease, and cause him to increase? Can he grow greater in us if we continue in selfishness? Can he stand out in our lives if we want our own way all the time? Mustn't we try to be like him in heart and life so that when others see us they will think of him?

How can we make Jesus increase in this world of his? John did it by telling others about him, and urging them to obey him. What does this suggest to us about our world? How can we make Jesus known to all the people of the world? Is there anything in one of the lessons which we had recently which will suggest ways in which Jesus can be made known to others so that they will love him with their whole hearts and try to become like him? If we do his work, helping others, healing others, comforting others, they will know that what we do is the result of wanting him to be first in every heart. Shall we try to do this? Before we close our lesson let us look at our picture of the Master, and then bowing our heads, repeat quietly the memory verse for to-day: "He must increase, but I must decrease."

Fourth Week, Fifth Day

LOVING OUR HOMES

AIM: To deepen the love of the child for his home, and all who make it for him.

SCRIPTURE MATERIAL: II Sam. 23: 13-17.

MEMORY VERSE: "Learn . . . to shew piety at home." (A. V.)—I Tim. 5: 4.

SUGGESTED AIDS: A glass of water. A picture, Christ in the Home of the Peasant, by L'Hermitte.

THE LESSON

How many of you know the words of the song we call "Home, Sweet Home"? You remember it starts,

"'Mid pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home."

That song was written by a homesick man, who longed for our America and his own home.

Have you ever been away from home, and felt homesick? Perhaps you had never before slept in any other bed than your own, or eaten

any other food than that which your mother prepared. That first night, after you had had supper, and prayers were said, and you were tucked into bed, you just wished, oh, so hard, to be back in your own bed and with your own family.

Our Bible story to-day is about a homesick man. He was a great soldier, and brave enough to dare to fight against the enemies of his people, even though he was outnumbered again and again. His name was David. One day, when David was tired and discouraged and lonely, he grew homesick as he thought of his own home in Bethlehem. As he sat out in front of the cave in which his men were hiding, with the hot sun pouring down upon him, he became thirsty and longed for a drink. He thought of the old well back on the old farm where he had lived as a boy, and one of his men heard him say, "I wish I had a drink from father's old well." We guess that it wasn't just a drink of water that he wanted. What was it, do you suppose? His father and mother and brothers.

The story tells us that three of David's mighty men of war broke through the lines of the Philistines, who were between the cave and the old home, went to Bethlehem, drew a jug of water from the old well, and carried it back to their general and king. When David saw what they had done, he was very much moved. He didn't drink the water. He said that anything that had been secured at so great a risk belonged to God, and so he poured it out upon the ground as an offering to the Lord.

Who make a home? People, you say. When we miss our home, we miss more than the furniture in it, do we not? Have you ever come into the house and called, "Mother!" and started to tell her something only to find out that you were talking to empty rooms? When mother goes away for a few days, you know how strange things appear, and how nothing seems quite right until she returns. When father is away from home, we never feel half so safe and confident as when he is in the house.

We should love and respect our homes. No matter how humble, how poor, if a home is made up of honest people, loving God and trying to do the right thing, it is a palace for us. A home in which there is real love is just as good as a king's house.

We should honor our fathers and mothers. There are times when we think that they are rather strict. They do not allow us to go out in the evenings, and we think that they are very unjust to us.

But they know best; they want us to have our lessons, get our good sleep, and keep away from temptation. If ever you are tempted to speak unkindly to your father or mother, remember that they are strict with you for your own good, and thank God that you have parents who want you to grow up a healthy, honest, happy boy or girl.

Can you suggest ways in which we can honor our parents? Are there others who deserve our respect? What about older people who may be in our home?

[Draw a circle on the board, and at four different points write the words, "Father," "Mother," "Sister," "Brother."] These are the people who make our home. But is a home to be made up only of fathers, mothers, and children? Who else should be in the home?

There is a wall card which is to be found in some homes which reads as follows: "Christ is the Head of this house, the Unseen Guest at every meal, the Silent Listener to every conversation."

[Draw a cross within the circle to represent the presence of Christ. Show the picture of Christ in the Home of the Peasant if you can secure it. Speak of the need of Christ in the home to help us to keep our tempers, to prevent us from saying mean things, to prompt us to kindness. Remind the children that since Christ is in the home he is to be recognized and respected by us in our gratitude at mealtime, our prayers at night and in the morning, and so forth. Suggest a form of grace to be said at mealtime. Ask for short prayers to be handed in on the morrow. Have these prayers offered for the homes of the children in the school, or for the child's own home.]

When we go to a home, if there is no bell on the door, what do we do to get in? We don't walk right into another person's home, do we? We knock. Then some one comes to the door and admits us. Have you thought that perhaps Jesus may be knocking at the door of your home, asking to be admitted? And have you thought that if you open the door and say, "Come into my heart, Lord Jesus," he will come into your home through you?

FIFTH WEEK
SERVICE OF WORSHIP

(a) MEMORY PASSAGE FOR THE WEEK: Psalm 23.

(b) HYMNS: "The King of Love My Shepherd Is," No. 51; "The Banner of the Cross," No. 220; Memory Hymn: No. 51.

(c) PRAYER: Our Father God, we come to thee in this last week of our school to thank thee for all the pleasant days we have had together studying thy Word, singing thy praise, and learning to love thee and do thy will. Bless us, as we meet together this morning, and help us to live more like our dear elder brother about whom we have learned and whom we would follow always, even Jesus Christ, our Saviour and our Lord. Amen.

STORIES

Fifth Week, First Day

THE CHILDREN'S GREATEST FRIEND

AIM: To show the child Jesus' great love for children, and the place he made for them in his Kingdom.

SCRIPTURE MATERIALS: John 6: 1-14; John 4: 46-54; Luke 9: 37-43; Luke 8: 40-42, 49-56; Matt. 21: 12-16.

MEMORY VERSE: "Whosoever shall not receive the kingdom of God as a little child, he shall in no wise enter therein."—Mark 10: 15.

SUGGESTED AIDS: Picture of Christ Blessing the Children. The stereopticon used in connection with this lesson will make the story more real. Pictures of the Scriptural incidents are procurable and may be found in such sets of lantern slides as Tissot's Life of Christ or the Hole pictures. Consult a good lantern-slide depository.

THE LESSON

What would our town be without children? [Have the children picture what the community would be like without boys and girls.] There would be no schools. There would be no need of Sunday schools. Older people might want to go to Sunday school, and might keep up a school for a while, but think of a Sunday school without children! There would be no need of playgrounds. Where would all sport and fun go if there were no children? What a dead sort of place it would be! And how queer our homes would be! Ask your mother what your home would be like without children. She will tell you that you boys and girls make the home; that if it weren't for your happy spirits and cheery voices, things would be very dull and lonely.

Real people like children. Once in a while there may be some one who thinks children are a bother, but most people like to have boys and girls around. Boys and girls are needed by their elders, for they remind older people that when they are ready to give up, there will be some one on hand to step in and take up the work they are doing. That ought to make us all think hard about filling our places in the world, and doing our best in getting ready for our duties.

Do you know how much Jesus liked children? We know that his great heart of love went out to all kinds of people. He had room in his heart for old and young alike. He found things in people everybody else despised which he knew he could use for God if only these people would love and follow him. Think of what he was able to make of Matthew. Look in your New Testament and you will find that the first book bears the name of Matthew. Jesus found Matthew, a tax collector, whom everybody hated because he worked for the Roman Government—a Government which held the people of Israel in bondage. Jesus took Matthew and made a great apostle out of him, and inspired him to write the book which bears his name.

The New Testament is full of stories of Jesus' love for children. We will pick out a few and think of the Master, as we tell them to-day.

One day Jesus went up on a mountain with a few of his disciples. He wanted to pray to the Father in heaven and secure strength for the work which God had for him to do. While they were there on the mountain the disciples saw the glory of God, and also beheld their Master even more glorious than they had ever seen him before. It seemed to them that his very clothes were changed in the bright light that shone upon them all. They were so happy over what had occurred there that they wanted to build a place in which to live, and stay there. You know how it is when you have had a happy time, how you hate to have it end. The disciples didn't want the good things they enjoyed on the mountain to come to an end. But these pleasures of ours have to end sometime, and Jesus knew that there was more need down on the plain at the foot of the mountain than there was on its summit. Let us follow the Master and his disciples down the mountain side and see what awaits them.

[Have one of the children read the account in Luke, ch. 9. Note that Jesus could do for the boy what the disciples had failed to do. Speak of his love for poor, sick children.]

There were many sick children in Jesus' time. There were no splendid hospitals such as we have to care for them. Have the children think of the many institutions which care for children, such as the orphanages, crippled children's schools, tubercular clinics, and the like. [Mention the fact that behind these is the influence of Jesus. His love for children, understood by the world, has made these institutions possible.]

We might visit a number of homes where there were ill children in Jesus' day. Let us think of one a little different from that of the boy whom Jesus healed at the foot of the mountain.

[Have a second child read John 4:46-54. Note that it was a nobleman's child, the member of a prominent family, as over against a poor man's boy in the first story. Speak of the fact that Jesus made no distinctions, knew no rich and poor. They were all alike in their needs.]

We know that Jesus sympathized with people when they were in sorrow, as well as when they were ill. We know that our Lord can give life to all of us, and we trust that when we die we shall live forever because we believe in him and know that he will keep his word to us. People died in Jesus' day. Little children died. There is another story in our Bible which tells us how Jesus brought back to her parents, right from the grave almost, the little daughter of a man named Jairus.

[Have a third child read Luke 8:40-42. Assign to a fourth, Luke 8:49-56. Point out how the people mocked Jesus when he told the parents that the little girl was not dead but sleeping.] Is it easy to do good when others are trying to hinder you? Don't you think Jesus must have loved the little girl a great deal to proceed to restore her to her parents? [If the discussion tends that way, remind the children that Christ is always trying to give us real life, the life which is eternal, which comes through love for him and trust in his Word.]

Jesus found great happiness in the love of the children. He used children to help in doing good to many people. Do you remember a story about a little boy, and what Jesus did with the contents of his lunch basket? We will have another of the boys read the story.

[Have a fifth child read John 6:1-14. Discuss the way in which boys and girls can help the Master in the service of his Kingdom. How can we help to feed his poor? How can we make others' lives happy? What can we do with our little lives to make others love him and serve him?]

Another story tells us about a number of children who did just one thing—they cheered Jesus. This time we will have one of the girls read about the time when Jesus needed some one to stand by and cheer for him as he did something that was real hard.

[Have the last child read Matt. 21:12-16. Describe the entry

of Jesus into Jerusalem, and what he found in the Temple. There was the clinking of money and the bleating of sheep, instead of the sound of prayer. There were the arguing people trying to buy things cheaper than they were offered, instead of the quiet that should mark the house of God.] Jesus dared to drive out the money changers. He dared to rebuke the priests and rulers. And the children stood by and cheered him. They knew what was right, and they applauded what he did. Are there ways in which we can cheer for Jesus to-day? [Discuss the different ways in which we can show that we are on his side.] Do you think that he is happy when we show that we are willing to be counted in with him in all he does?

And now for our memory verse: "Whosoever shall not receive the kingdom of God as a little child, he shall in no wise enter therein." What do you think he meant when he said that? How can you and I show that we have received the Kingdom of our best Friend?

Fifth Week, Second Day

A MAN WHO LOVED JESUS

AIM: To introduce the child to Peter, and to show how, under the influence of the Master, Peter became a great and good man.

SCRIPTURE MATERIALS: Study the Gospel of Mark, especially Mark 1: 16-18; 5: 37; 9: 2-6; ch. 14; also John, ch. 21.

MEMORY VERSE: "No longer do I call you servants; for the servant knoweth not what his Lord doeth: but I have called you friends; for all things that I heard from my Father I have made known unto you."—John 15: 15.

SUGGESTED AIDS: Various pictures, such as Christ and the Fishermen, Peter and John Running to the Tomb. If objects are desired use some fishing gear such as net, hooks, line, and so forth.

THE LESSON

Did you ever hear a boy say of another, "He is my best friend"? We all have our best friends. Among all the friends we have there are a few whom we like very much, and perhaps one whom we like best of all.

Jesus had twelve disciples whom he called his friends. One of them proved to be a false friend. Do you know his name? Of the others there were three whom he kept close to himself. The names of the three are Peter, James, and John. It is about Peter that we are to learn to-day.

Peter was a fisherman when Jesus found him. As a boy he had been brought up near the water, and like other boys he had learned how to swim, fish, and row a boat. He had a brother named Andrew, and these two boys had great times on the Sea of Galilee. They knew where the deep holes were where the big fish were to be caught. They knew how to set the sail of their little boat and speed across the bays. They found all their fun in and on the water, and as they grew up, they made up their minds that they would follow the business of so many of their friends who made their living by fishing.

Peter was a boy who acted very hastily. He would take a dare in a minute, and swim out to some distant point without any thought of what might happen. He sometimes forgot himself, and said things for which he was sorry afterward. His friends knew that he was big-hearted, but they often wished he would be more steady. You have seen boys and girls just like Peter, and you know what his friends thought of him.

One day, when Peter was a man, as he and his brother Andrew were about to drop their net into the water to make a haul of fish, Jesus passed by. Jesus watched the brothers at work, and as they were lowering their net carefully into the water, he said to them: "Come! Leave your nets and become fishers of men. If you will follow me you will have the happiness of finding others and bringing them into the kingdom of God."

It isn't an easy thing to leave what you are doing and go off at once on some new errand. What would you think if your father were asked suddenly to drop his work, and do something entirely new, for which he would receive little money and lots of hard knocks? Peter and his brother had to do just that, but they had Jesus to help them. That means something, doesn't it?

The moment Peter said that he was willing to follow Jesus, what do you suppose the Master did? He changed Peter's name. Peter's old name was Simon. His new name was to be the one by which we know him—Peter. Who knows what that name means? All names have a meaning. The person who is called "Clark" has had a great-great-grandfather far back who was a clerk, and the boy who bears the name of Smith can think that once there was a smith whose name has come down through many generations. Peter's name means "a rock." Now, why do you suppose Peter was called a rock? What does a rock stand for? Have you ever seen a big rock standing out

on a hillside, or along the river or lake front? You know how nothing seems to affect it. Jesus meant that Peter was to be as steady and as immovable as a rock. The day came when Peter proved that he was that rock—but that is running ahead of our story.

Peter was with Jesus in many interesting places. Jesus wanted to train him to be steadfast, so he took him to places where he could not or would not take all his disciples. You will remember that yesterday we thought of Jesus' love for children, and how he restored the little daughter of the ruler of the synagogue. Do you remember the ruler's name? Among those who were in the home when Jesus gave the little girl back to her parents were three men, friends of Jesus—Peter, James, and John. What do you think they learned about Jesus that day? What do you imagine Peter thought? Would it mean anything to you to have been there when Jesus said to the little girl, "Little girl, I say unto you arise"?

Peter also was with Jesus on that mountain from which they descended to heal the poor afflicted boy. Peter showed how easily he was influenced by new things when he wanted to stay on top of the mountain and enjoy the heavenly glory. Jesus had to tell him that there was something to do down on the plain. Again Peter saw how the Master loved and helped, and was strengthened by the thought that he was a friend of this greatest of all friends.

Peter also was with Jesus when Jesus went into the Garden of Gethsemane. That was the place where Judas took the soldiers to arrest the Master. There Peter had heard Jesus pray for the Father's help in doing the will of God. When Peter saw that the soldiers were about to take his Master, he drew his sword and struck at them, and cut one of the servants of the high priest who happened to be there. Peter was impulsive, we say. He acted hastily at times. Jesus did not want swords used to defend him. He knew that God would take care of him and that all the swords in the world wouldn't make much difference. When Jesus was taken a prisoner to the governor's palace, Peter followed at a distance. The other disciples were so frightened that they ran away. Peter kept at a distance, trailing the soldiers, and slipped into the hall where they sat around a fire waiting for orders about Jesus. Then do you know what happened? You will remember that Peter was to be the rock. But instead of showing up steady and reliable, when he was asked if he

were not a follower of Jesus, he denied the Master. And then when he was asked a second and third time if he did not belong to Jesus' disciples, he not only said that he did not, but he cursed!

Remember that Peter was Jesus' friend, and that Jesus had called him a rock. Just at that moment Jesus turned and looked at Peter. Peter remembered something. Just a short time before he had said that although all the rest of the disciples forsook Jesus, there would be one friend standing by at all times, and that would be himself, Peter. And Jesus had said: "Peter, you are too self-confident. You are trusting too much in yourself. You will deny me before the morning, not only once but three times." Peter remembered that, and what do you suppose he did? He went out and wept. Big, strong Peter slipped out of the hall and out in the dark cried like a little child because of what he had done.

Do you think that Jesus stopped loving Peter? Would you stop loving him, if you saw him crying over his sin? If anyone is sorry for a wrong he has done, what is our duty?

Jesus knew that he could make Peter the real rock, the steady, reliable, unafraid friend he needed. So when Jesus rose from the dead he sought out Peter, and gave Peter more work to do than he had ever had before. Out by that same lake where Peter had been accustomed to fish, and where he had left his nets to follow Jesus, the risen Lord walked and talked with Peter. He told Peter to look after his friends, to tell them about the great love of the Saviour, and to be faithful at all times. He gave back to Peter all the things Peter thought he had lost by denying his Lord.

Would you like to see Peter after this? Picture him at Pentecost preaching to the people. Just a short time before he had denied his Master, and now he is telling the same people that this Master alone can save them from their sins. What a changed man! We talk about changing sides in a game. Peter changed sides so completely that he seemed to be a different man. No longer was he afraid of anybody who did not believe in Jesus.

After that great feast when so many heard Peter tell about Jesus, he continued to be the real friend of Jesus. Like his Master he suffered for doing good. He was thrown into prison but the Lord delivered him. He went everywhere preaching about Jesus, and one day, we are told, was put to death for daring to be true to his Master. Peter turned out to be a great believer in Jesus. He proved

to be a rock. Others found it easier to love Jesus because of Peter's faith in him.

There are many other stories we might listen to about Peter, but in them all there is one great lesson taught us—the lesson of how this rough fisherman became the loyal friend of Jesus our Saviour. Can we be that sort of friend of Jesus?

Fifth Week, Third Day

WHAT JESUS IS TO US

AIM: To present Christ to the children so that they may understand him as their Saviour.

SCRIPTURE MATERIALS: Mark 2:1-12; John 15:1-17; Matt. 28:20.

MEMORY VERSE: "Lord, thou knowest all things; thou knowest that I love thee."—John 21:17.

SUGGESTED AIDS: Pictures will help to teach this lesson. If lantern slides are used, take such slides as will teach the thought of Jesus the Saviour, the Helper, and the Friend of all the world. If slides are not available, a few well chosen pictures of the Master placed where the children can see them during the lesson, and referred to by the teacher, may serve as well. For more detailed help in material for the lesson secure a copy of the "Manual for Communicants' Classes," by Dr. J. R. Miller, published by the Westminster Press. This story will help the child to see Jesus as the one who stands central and supreme in the great Library which we have been studying this summer. To-morrow's lesson is designed to follow up this one, and may be turned into a life consecration service, for which prayerful preparation should be made.

THE LESSON

[Open the lesson by having a boy read the story of the healing of the palsied man described in Mark, ch. 2. After the story has been read, have the children discuss it, pointing out the faith of the friends of the man in bringing him to Jesus for healing. Show what they had to do to place their friend before Jesus. Draw a picture, on the board, of a house such as Jesus may have been in when this incident took place.]

What was it the man and his friends wanted? Do people come to Jesus this way to-day, just wanting to be healed and nothing more?

Is healing of our bodies all that we need? Is there anything else Jesus does for us?

[Recall the story of the birth of Jesus. When his name was announced, was there any special meaning in it? What does "Jesus" mean? "Thou shalt call his name Jesus; for it is he that shall save his people from their sins." So when the friends of the paralyzed man let him down through the roof, and Jesus saw the poor fellow, he said something that at first some of those standing by didn't like: "Thy sins are forgiven."]

When we commit a wrong we do a great deal of harm. God has put his Spirit in our hearts, who tells us what we ought to be and do. Then he has given us this great library, our Bible, which tells us what his will is for us. We know that the best kind of life we can live is a life such as Jesus lived. But do we always live it? When we fail to follow Jesus' example, do you think that God is pleased?

Let us think of some sins which all of us commit. [Have the children mention things which they think are sinful. Try to get the children to express their own judgment on what is wrong and what is right. Discuss the efforts we all make to get rid of bad habits, tempers, and so forth.]

In our own strength we do not succeed. We find sooner or later that we need help in attempting to do the will of our heavenly Father. Then it is that we discover what Jesus means to us. He is our Saviour. What he asks us to do is to be sorry for our sins, to come to him for forgiveness, and to trust him to keep us from wrongdoing in the future.

[Speak of how Peter was forgiven. Peter had sinned, but when he came to Jesus, sorry for what he had done and willing to trust and love Jesus once more, Peter was forgiven. Paul also may be used as an illustration. Other stories of men and women who found that Jesus is the Saviour, the one who really can break the power of our sins, may suggest themselves to the teacher.]

So we may think of Jesus as our Saviour. What one thing did Jesus do to show that he came to save the world from sin? [Have the group repeat John 3:16. They will remember the thought bound up in this verse from a previous lesson where we thought of the loving God.

Take up the second Scripture passage and have a girl read John 15:1-17. If you can secure a piece of a vine or a branch of a small

tree which will show the twigs getting their strength from the larger stock, this may be used to illustrate this part of the lesson. It is only when the branch remains united to the tree that it can live. Read again verses 4-7.]

Jesus speaks about our abiding in him. If we are to know him as our Saviour, we must live close to him, and receive his help day by day to be his true followers.

We say of Jesus that he is not only our Saviour but also our Helper. When do we need help? Discuss the times of our temptations when we need him. Refer to the hymn, "What a Friend We Have in Jesus." Jesus helps us to fight our temptations by putting his Holy Spirit in our hearts. When we do a good thing there is something inside us which says, "That was fine." And when we do a thing that is mean, there is something which tells us, better than anyone else can, just how mean we have been. That voice is the voice of the Holy Spirit in our hearts. He helps us in our times of temptation.

Jesus also helps us at other times. When we want to do good, we discover that we aren't half so weak as we thought we should be.

[Mention the brave men and women who have gone out to other lands to do the work of the Kingdom of God. Speak of the doctors and nurses in foreign countries, the ministers and teachers engaged in the missionary enterprise. Livingstone, Whitman, Carey, Morrison, Paton, and others may be used as illustrations of how God helps his children who have trusted in his great love in the Saviour Jesus.] When it is dark at night, and we are a bit afraid to go out alone, if we find our father's hand in our own we lose all our fear. So when we have hard things to do, if we know that Jesus is with us, we are not afraid. It is our "perfect love" which "casteth out fear."

Jesus also is our Lord. You will remember that we thought of him as the great loving Friend a few days ago. We know that he loves us, and cares for us in more ways than we know. But he wants something from us in return. He wants our obedient spirits. "Ye are my friends, if ye do the things which I command you." Jesus spoke about his commandments, which were that we should love God and love one another with our whole hearts. Do you think that we can obey our Master at all times? Are you certain that he knows what is best for us, and that he never asks us to do anything that is impossible? We play a game called "Follow the leader," in which

we do just what the first boy or girl does. If we fail to imitate him, we drop out of the game. Don't you think that the greatest game we can play is to follow Jesus?

Now let us go back and think over some of the things Jesus is to us. First, we find him to be our great Saviour. Then we know him to be our Helper. Next, we want him to rule our lives at all times, and always be our Lord and Master. We have thought of him as our Friend. Ought we not to be very grateful to our heavenly Father for the gift of Jesus? And remembering another verse which we will have one of the class read [here have some child read Matt. 28:20, "Lo, I am with you always, even unto the end of the world"], we can repeat our memory verse to-day with real understanding, "Lord, thou knowest all things; thou knowest that I love thee."

Fifth Week, Fourth Day

WHAT IT IS TO BE A CHRISTIAN

AIM: To bring the child to such an appreciation of the Christian life that he will want to become a follower of the Lord Jesus Christ.

SCRIPTURE MATERIAL: Mark 1: 16-20.

MEMORY VERSE: "If any man serve me, let him follow me."—John 12: 26.

SUGGESTED AIDS: Make this a life consecration day. Prepare for this lesson several days before it is taught by enlisting the coöperation of all other teachers in the school, or helpers, if there are any. Make prayerful approach to this day, and keep your appeal free from anything save a simple, honest challenge to the boys and girls to love and follow Christ. A brief service of prayer at the close of the lesson, in which the children should be asked to take part, as well as a closing prayer of consecration by the leader may end the studies for the summer. To-morrow's work will be on the dramatization of lessons learned this year.

THE LESSON

Yesterday we thought of what Jesus is to us. Let us review briefly what we learned. [Emphasize the points of yesterday's lesson.]

To-day we are to think about what it is to be a Christian. What do you think makes us Christians? Let us look at the word "Christian" first of all. [Write "Christian" on the blackboard where all may see it.]

Have you ever studied words? Sometimes in school we have definitions, or in our readers we find definitions given of words that are new to us. The word "Christian" isn't new, but it may need definition once more. Let us separate the word into two parts. [Write "Christ" on the board.] That is the first part of the word. Now we will put after this word a plus sign such as we use in arithmetic. And after the plus sign we will write the rest of the word—"ian." What do you suppose that means? If we were to change the first letter into an "M" we should have "man." Then our word would be divided something like this "Christ+man." What does that tell you? A Christian is a Christ-man. Now we may define our word in this way, or we may define it in another way: "A Christian is one who loves Christ."

We know that the first thing we must do before we can love anyone is to know that person. If we are to be Christians we must know Christ. Where can we find out about Christ? In the Bible, and especially in the Gospels, we learn about Jesus. There we find the story of his great love, and we learn how he came to be our Saviour from sin and our Lord in all that we are and do. We find that there were many men who became his followers and, later on, they were called "Christians" because they tried to be like him. Do you know that the followers of Jesus were called "Christians" by some people who didn't believe in Jesus? It was a nickname given to them in a city called Antioch, and to-day that name means more than any other name in all the whole wide world.

It is possible to know about a person, however, and not to know him, isn't it? We may know about our President, but we do not know him. We may know about the Chinese people, but we do not know them. When we live with a person, and understand what he is doing and how he thinks, then we really know him. Now in the same way we must know Christ. We may learn about Christ in our Bible, but we must live with him if we are really to know him. Yesterday we thought of how the Spirit speaks to our hearts telling us what is right and wrong. This same Spirit helps us to know our Saviour. He promised when he left this world that he would give us his Spirit who would help us to understand him, live with him, and become like him. In this way we can become acquainted with Jesus.

Think how good this was of him. Everybody could not see him and know him when he lived in Palestine, but now all of us can wel-

come his Spirit to our hearts, and he can dwell with us wherever we may be.

Now if we know Jesus very well, we shall love him dearly. Why do you love your mother? "She loves me," you say. It isn't hard to love a person who loves you. This is the reason why we love Christ. Think of what he did for us to show his love! He gave himself for our sins, we say. When your mother gives up something to make you happy, how you love her! Jesus gave up much for us, and gave it up when we did not deserve to have him do so.

There are other reasons why we love him. Can you think of anyone more beautiful than Jesus? We like beautiful things. We love goodness. We like to see brave and kind people. We respect all who stand for the right. Remembering all that we have learned about Jesus, can you think of anyone more deserving of our love than he?

How many of you ever read Hawthorne's story of "The Great Stone Face"? You will remember that outside a certain town there was a great rock in the hillside, which looked like the face of a man, noble and splendid. There was a legend that some day a great deliverer would appear who would bring great joy to the town, and that he would look like the great stone face. The deliverer appeared, and do you know who it was? It was a boy who had looked and looked at the great stone face, and hoped and hoped that the day would soon come when he might see that deliverer. Through looking and hoping he himself became like the face.

If we love the Master, we become like him. He said that the world will know that we belong to him by the way we love him and one another.

Let us think of a third thing which makes us followers of Christ. If you and I are to be his faithful disciples, we must trust him. Peter and all the other disciples learned that long ago. To follow Jesus meant that they had to trust him. They trusted him as their Saviour. They trusted him as their Lord. They trusted him to take care of them here and now, and some day to take them to the heavenly home. They dared to speak for him when it meant risking their very lives, but they trusted that he would never forsake them. They trusted that he would give them the right word to say, and that he would help them to do their works of love in his spirit. And when they seemed to be losing out with men, and their enemies increased, they kept on trusting Jesus all the time.

Can you think of some of the times when we must learn how to trust Jesus more fully? Have there been times when you just believed in him as a great friend and never found him to fail?

One thing more makes us Christians. We may love Christ, we may trust him, but the way we can prove that we really belong to him is to obey him. We have a song which makes the appeal:

“Trust and obey, for there’s no other way
To be happy in Jesus but to trust and obey.”

You prove your love for your parents by obeying them. You can prove that you are a real follower of Jesus by obeying him. If you do not obey his will, if you are always asking, “Why must I do this, or that?” when he commands you, you are not a good soldier of Jesus Christ. Soldiers have to learn to obey. If they fail to obey, we know what will happen to them and the army. If Christians do not obey their Master, we know how they will fail again and again.

Jesus never asks us to do things that are impossible. He never leaves us without his help. He never forgets that we are following him. All he asks of us is to be his true disciples. He offers himself to us as our Saviour and Friend. He calls us to follow him, knowing if we do this we shall be happy all the way.

All this summer we have been turning over the pages of the books in our great Library, and always we have found ourselves looking at Jesus. Now we may do more than just look at him. We may say to ourselves, “This Jesus is my Saviour and Friend. I will love him, trust him, and obey him. If he wants me to do something special for others in his name, if he wants me to go to some distant land and tell others about his great love, if he wants me to live in any place all for him, I am ready.” And my prayer to-day is,

“O come to my heart, Lord Jesus,
There is room in my heart for thee.”

Fifth Week, Fifth Day

BIBLE PICTURES

AIM: To present in dramatized form a few of the Bible stories learned this year.

SUGGESTIONS: This brief pageant may be expanded by putting in more Bible stories or adding more hymns or other numbers. If pre-

ferred, the pageant may be presented by the children dressed in their ordinary garments, while the symbolic characters may wear a paper sash, or carry a shield on which may be printed the name that each bears. If costumes are desired, the following simple suggestions are offered: For the symbolic characters, flowing draperies of cheesecloth or other soft cloth—blue for Memory, red for the Spirit of the Old Testament, and white for the Spirit of the New Testament.

For the story of the baby Moses, a small clothes basket is needed. The costume for Miriam may be a loose garment with a good deal of color in it, no sleeves, with narrow belt or hanging free; for Pharaoh's daughter, long, straight garment of white, no sleeves, belt which ties in front and hangs to bottom of gown. White sandals are worn and headdress if desired, of a turban effect.

For the David story, David should wear a doublet made of brown cloth, and sandals—legs bare—and carry a shepherd's crook and a small knapsack; Jonathan, blue doublet, sandals, shield, bow, arrows, sword.

For the boy in New Testament story, use a simple slip-over garment of any color, girdled at waist; arms and feet should be bare. Small knapsack for his lunch.

For the Samaritan story: Traveler should wear loose robe, of any neutral tint, girdled at the waist and reaching to the ankles, with sleeves cut off below the elbow, turban on head; staff, and bag in which possessions are carried. Thieves should wear short slip-over garments, tied around waist with piece of rope, barefooted. Each carries a soft bludgeon made of brown-cotton cloth with cotton filling. The priest and Levite wear same type of garment as traveler, only of contrasting colors, with headdress and sandals, each carrying a staff. Consult pictures of Biblical characters for lines on which to model costumes. The Samaritan should wear a shorter garment, belted at the waist, no headdress, and a bag in which his supplies are carried, such as a bottle of water, bandages, and so forth.

The boy who relates the story of Peter may be dressed like the boy who illustrates the feeding of the multitude. Use a different-colored garment.

Avoid clashes in color, and try to work out a color scheme that will permit an arrangement which will be pleasing when all the characters are grouped on the stage for the last hymn.

CHARACTERS

1. Helen, a Girl Who Attends the Daily Vacation Bible School
2. Tom, a Boy Interested in Helen's Story

3. The Spirit of Memory
4. Old Testament Placard Bearer
5. Spirit of the Old Testament
6. Pharaoh's Daughter
7. Miriam
8. David
9. Jonathan
10. New Testament Placard Bearer
11. Lad Whose Lunch Fed the Multitude
12. Traveler
13. First Thief
14. Second Thief
15. Priest
16. Levite
17. Samaritan
18. Boy to Relate Story of Peter

Quiet music played on the piano, using "Tell Me the Old, Old Story," No. 167.

Two children enter from opposite side of the platform or stage.

One carries a Bible. They meet at the center.

BOY: Where are you going, Helen?

GIRL: I am on my way to the Daily Vacation Bible School held in
——— church.

BOY: Daily Vacation Bible School? What is that?

GIRL: It is a school we have been holding all summer in our church
[or in a hall or the like]. We have had a wonderful time this year.

BOY: What have you there? (*pointing to Bible*)

GIRL: This is the Bible, the wonderful Book we use in our school, and
from which all our stories are taken. This Book tells us about our
heavenly Father and his love for his children, and helps us to
understand what he wants us to be and to do. Do you know,
Tom, it is a regular Library of books?

BOY: A Library of books! What do you mean by that?

GIRL: Why this Book is made up of sixty-six smaller books, all of
which God has given us for our understanding, that we may learn
how to love and serve him.

BOY: Do you know many of the stories in your Library?

GIRL: Indeed, I do. Our teachers this year have given us new stories
almost every day, and some of the old stories we have listened to

have been more interesting than ever. This Book is full of interesting tales of what good men did for God, and it also tells us what wonderful things God has done for his world.

BOY: Helen, won't you tell me some of the stories you like best in your Book?

The children move back to the rear center where there are two chairs, or a bench, and seat themselves side by side.

(The girl opens the Bible at the story of the Creation.)

GIRL: Do you like to hear how things are made, Tom?

BOY: Yes, it's lots of fun to know just how things began. Is there anything in the Book you have about beginnings?

GIRL: Indeed, there is. Listen to this story (*reads Gen., ch. 1*).

BOY: That is a great story. Isn't God good in giving us this world in which we live?

GIRL: Yes, but isn't he even more kind in allowing us to help him to make this world full of good and happy people who love him? You know our Bible stories are about such people.

BOY: My! I wish I could see some of the people you read about in the Bible.

They pause, and a hymn, No. 233, is sung by the chorus. While the chorus is singing the second stanza, the Spirit of Memory enters right. She moves to center of stage, and half faces to the audience and children and speaks.

SPIRIT OF MEMORY: Thousands of boys and girls have studied this Bible you hold, in the Daily Vacation Bible Schools this year. They have stored up in their memories many of its beautiful stories and great teachings. I am the Spirit of Memory, and I can call back the tales of long ago. Let me help you to see some of these lessons live over again before you.

Enter a child bearing a card on which is printed in large letters, "Some Old Testament Stories."

Enter left, Spirit of the Old Testament. She steps to right of children, and the Spirit of Memory to their left. Spirit of the Old Testament is nearer front of stage, while other character is on same line with the children. Character speaking for the Old Testament Stories will narrate briefly the tale of each individual or group entering. The Old Testament characters enter from side opposite Spirit of the Old Testament.

Girl enters, representing Pharaoh's daughter, followed by another

smaller girl bearing a basket in which a form is placed to represent a baby. They walk slowly to center, and then pass off stage.

SPIRIT OF THE OLD TESTAMENT: Once there was a little baby whose life was in danger because a cruel king said that all children must be put to death. His mother hid him in a little basket which she placed among the reeds of the river bank, and there the baby was found by the daughter of the very king who had said that all the Hebrew children were to be put to death. The daughter of Pharaoh saved the baby's life, and he grew up to be the deliverer of his people.

HELEN: That is the story of Moses.

Two boys enter, hand in hand. One gives the other his bow and arrow and a small wooden sword, then places both hands on the other's shoulders, and looks upward as if in prayer.

OLD TESTAMENT SPIRIT: You girls and boys love friends. In your Bible there is a story of two young men, one of them a king's son and the other his friend who became one of the greatest kings of Israel. Can you think of their names?

HELEN: They were David and Jonathan.

TOM: Yes, and I remember that mother taught me a psalm which she said David sang as he thought of the heavenly Father's care.

HELEN: Can you repeat it, Tom?

TOM: *(Repeats the Twenty-third Psalm).*

OLD TESTAMENT SPIRIT: There are many stories we might remember. All who love the Bible remember about true-hearted Ruth and brave Nehemiah and Daniel who dared be true. The great laws which God gave us all, which we call the Ten Commandments, no one should forget. If you would learn more, read your great Library of books.

Hymn No. 44 sung by the chorus.

Enter a child with a second placard marked, "New Testament Stories." Takes place on opposite side of stage from child bearing placard announcing Old Testament stories. Third symbolic character enters, and moves across stage opposite to Old Testament symbolic character, and alongside of placard bearer. This should place each character and announcer on the same side of stage, leaving the children and the Spirit of Memory in the center.

SPIRIT OF THE NEW TESTAMENT: I would bring to your mind the stories of the New Testament. There are many that were told by

the Saviour, stories which we call parables, and then there are stories of what he did for the poor, the sick, the sinful people, and those who were sorrowful. I cannot call them all before you, but look at a few of them.

Little boy enters with a package slung on his shoulder, like one of the small knapsacks children carry. He is to represent the lad whose lunch was used to feed the multitude.

HELEN: Oh, I remember this story. This little boy is supposed to represent the lad whose lunch was used by Jesus to feed the multitude.

SPIRIT OF THE NEW TESTAMENT: Yes, and you learned that the Master can use a little child to help him in blessing and caring for many people.

Lad moves off the stage, and the story of the Good Samaritan is dramatized. Have one boy representing the traveler enter from one side, and then have two others pounce upon him from the rear, take away his cloak and bag, and run. Then have the priest and the Levite pass him by, first looking at him, and then going off the stage. Then bring in the Good Samaritan, who will care for the wounded man and assist him off the stage.

SPIRIT OF THE NEW TESTAMENT: Can you guess this story, children?

BOTH CHILDREN: It is the Good Samaritan!

Hymn No. 220 is now sung, and as it is sung the Old Testament characters reënter and arrange themselves alongside their announcer and symbolic character, while the New Testament characters do the same.

Enter a boy to tell the story of Peter. Let him tell this in his own words, bringing out what Christ did for Peter, and how even after Peter denied his Master, Jesus loved him and won him back and made a great teacher and leader out of him. Have the child point out that it was Jesus' love for Peter that made Peter willing to do his best for him.

SPIRIT OF MEMORY: I might call back many more stories from your Bible, children, but the best thing for you to do is so to study your great Book that some day its treasures will always be yours and, at the touch of my magic wand, you will be able to call up such teachings as will make you more like the Master and ready at all times to do his will. Remember, also, that there are millions of children who have never yet heard the wonderful story of our heav-

only Father's love in sending our Saviour to earth for us. Remember that all over the world there are boys and girls who are waiting to hear of our Christ. Try to follow him and be ready to tell others about him, and some day God will use you either in America or in some other land to let others know what Jesus means to you and all the world.

Concluding hymn, No. 167, and Mizpah benediction.

PART III
CRAFT PROJECTS



PART III

CRAFT PROJECTS

One of the most interesting hours of the Daily Vacation Bible School is what is known as the craft-work hour, or the project period. After the worship, memory work, Bible story, music, and all other interesting parts of a morning's program have passed by, the craft or work hour offers itself as a period in which the children may be happily engaged in making articles which will furnish them with an opportunity to exhibit some of the qualities stressed so often in the story period.

We are concerned with making the boys and girls who come to the school industrious, patient, unselfish, helpful, and considerate. There is no better way to teach them these virtues than through doing. In the period when they are busy with their various projects, contacts are established, conversations are held, and influences are set in action which play an important part in molding the child's character. Do not look upon this period as just a "busy hour" or a bait used to draw children into the school, but as one more opportunity to help them to develop the finer things in their hearts which will make them more Christian when they leave the school session.

Some groups of things to make are offered in connection with this course. The work is not so closely related to the lessons as in other courses that are being offered. The idea of this book is to serve as an introduction to a type of Vacation School which is sure to come in some communities, where enlargement of program and progress in study are possible. Other occupations may suggest themselves to the teachers as the weeks pass by. It would be unwise to consider that the teacher must adhere to the program as here outlined. But many will welcome the suggestions offered, and will be glad to be guided thereby.

The projects offered are divided into two main groups—those for boys and those for girls. In these groups there will always be found a number of children who are not Juniors in age, but who, because of local conditions, must be taken care of in company with the Junior

group. It is hoped that some of the occupations suggested will meet the need of these little people, and that where teachers are few and materials are limited, this course will be found workable.

BOYS' PROJECTS

The Junior boy lives in an "individualistic age." His play centers about the control of objects and results, and in it muscular skill and the competitive spirit commonly appear. It is said that even teamwork during this period is for individual honor, and that interests are largely self-centered. The lessons offered in the following pages are planned to meet the needs of the Junior. The list of projects follows:

The Sacred Library.
The Land of Jesus.
A Handy Bookstand for the Sick Room or Study.
The Magic Pin Wheel.
Swan Toss.
Adjustable Stilts.
Wrestling Clothespins.
Bird Houses.
Bookcases.

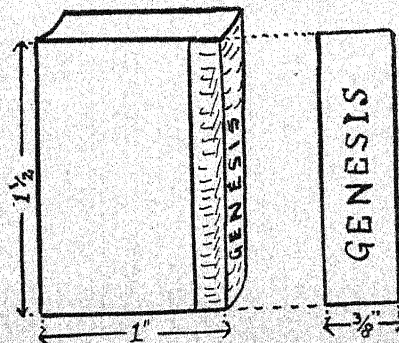
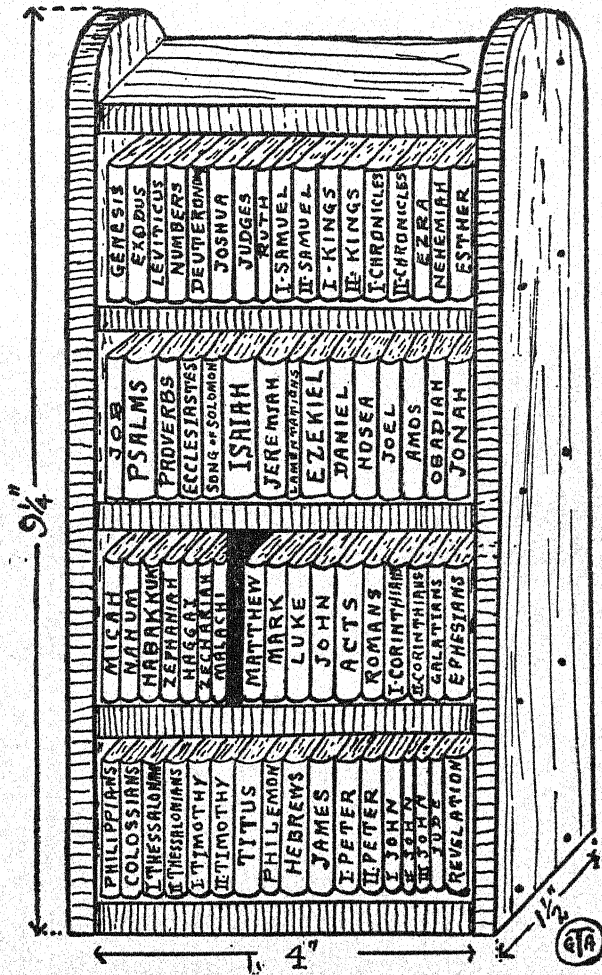
Some of these articles are for the boy himself, while others have service values in them, being made for others. Stress this side of the work, and get the boys to make contributions of their efforts to institutions or to individuals who may enjoy them.

THE SACRED LIBRARY

This is a problem for Daily Vacation Bible School craft work, that has a fine construction, as well as Biblical training value. It can also be made an excellent study game.

The Bible is a collection of sixty-six books. The idea of this model is to have the boys and girls make an individual Biblical library for themselves. The bookcase is made from strips of wood $\frac{1}{4}$ " or $\frac{3}{8}$ " thick which may be secured at any lumberyard. Make the two sidepieces $1\frac{1}{2}$ " wide and $9\frac{1}{4}$ " long. Beaver board may be used for these sidepieces instead of wood if desired. Make five shelves of

THE SACRED LIBRARY



wood, each $1\frac{1}{2}$ " wide and 4" long. Nail the bookcase together with $\frac{3}{4}$ " brads as shown in the illustration, having $1\frac{3}{4}$ " spaces between the shelves. When the case is fastened together, nail or glue a back to the case, made of wood or heavy cardboard. A curtain may be fitted to the front if desired.

Make the sixty-six books out of wood, wall board, cardboard, or folded magazine paper as shown in the illustration. Paste a strip of gummed paper tape, such as used in stores for fastening bundles, on one long side of each book, on which to write the name of the book. Use ink. Each book should be 1" wide, $1\frac{1}{2}$ " high, and $\frac{1}{4}$ " thick. If magazine paper or cardboard or packing-box paper is used, fasten together with gummed paper pieces making the right thickness.

Paint or stain the bookcase. The books may be shellacked to keep them clean in handling. (Model by George T. Arnold.)

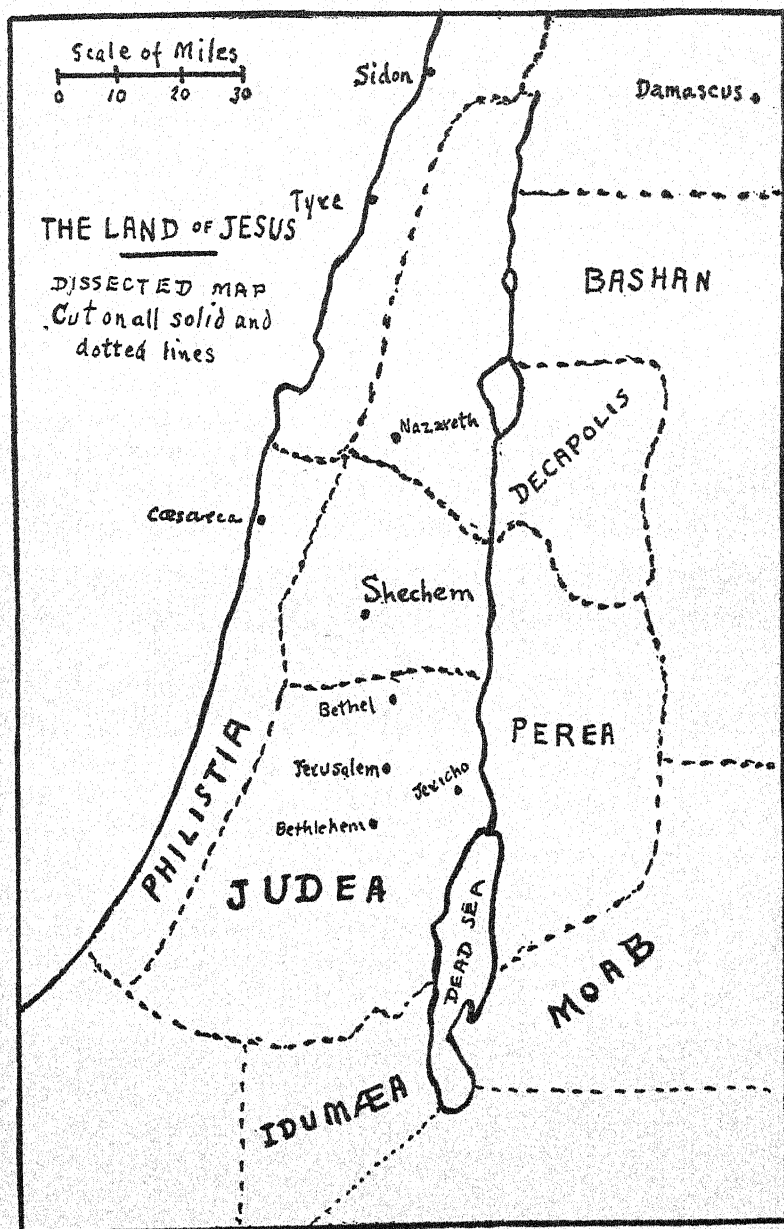
Bible drill.—Good workmanship as well as Bible skill and knowledge may be tested by a drill conducted as follows: Empty the books on the table in front of the pupil and at a given signal have each pupil put all the books back into his case in proper order, the first to finish being the winner.

Another method is to time each pupil, letting each one establish a time record. Do this on different days and see if the time record can be lowered.

THE LAND OF JESUS

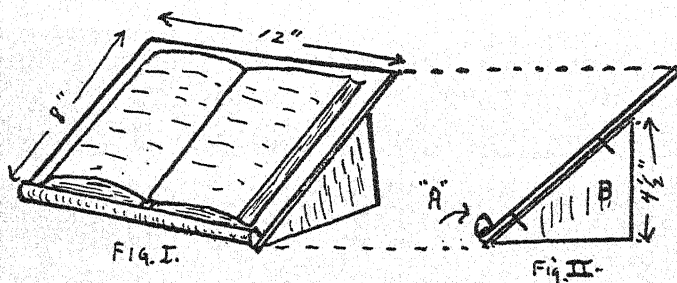
(Puzzle Map)

The map of the Holy Land in the time of our Lord is easily outlined on wood or wall board. Cut on all solid and dotted lines to make it a puzzle map or what is commonly called a "jig-saw puzzle." Color the various divisions, Judea, Samaria, et cetera, a different color with crayolas or water-color or oil paints. Then letter and locate the cities indicated. Skill in workmanship will be of value in putting the dissected map together. Drill may be competitive in putting the map together and will be very instructive. Let pupils in some of the drills exchange maps. Maps may be made of cardboard for gifts to hospitals or mission fields. Put in an envelope or box with cover properly fitted, in order to keep separate pieces from being lost.



A HANDY BOOKSTAND FOR THE SICK ROOM OR STUDY

The bookstand shown in the pattern is very handy for the sick room or the study table. It supports any ordinary book, holding it in readable position. Students will find it useful. If desired the pages may be held down by strings fastened to screw eyes on the back of the stand, in such a way that they will fall on the margins and not on the type of the book. Weights may be fastened on the



A HANDY BOOKSTAND FOR SICK ROOM OR STUDY

MATERIALS:

- 1 thin board 8" x 12".

Wall board or packing-box material will do.

- 1 piece 1" quarter-round "A" 12" long.

Fasten to lower edge of board.

- 1 board 4 1/2" square x 3/4" thick.

Cut into two pieces for supports B.

Cut on diagonal.

- Small brads 3/4" or 1". Nail through board into supports as Figure II.

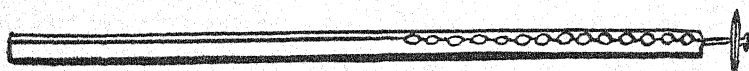
strings to keep the pages flat. The book is held up by molding nailed on the lower edge of the board. Wall board may be used for the table part of the stand but wood is needed for the $4\frac{1}{2}$ " supports in order to nail into them.

THE MAGIC PIN WHEEL

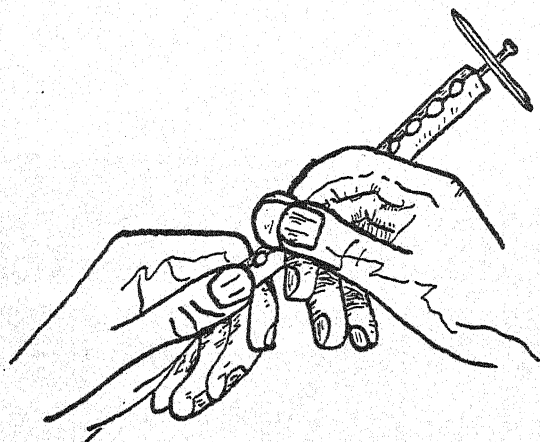
The magic pin wheel is an interesting toy which may be made in a few minutes' work. It conveys energy through vibration. Few people will understand this simple yet mysterious toy when they see it properly operated. It is so easy to make that it might be used as a first-day or second-day project and could be taken home as a matter of interest and advertising. As is indicated in the drawing the pin wheel consists of nothing but a stick notched along one edge. In cutting the notches it is important that they be the same length and depth. Locate the exact center of the chip of wood that serves as a wheel. Make a small hole with a knife before pivoting it on the stick. Be sure to drive the pin into the stick straight. To operate, hold the stick in the left hand as illustrated, then with a coin or pencil rub it vigorously across the notches. The vibration produced by rubbing the stick causes the small pin wheel to revolve about its pin axis. With practice one can control the wheel and change its direction at will. In holding the coin between the thumb and first finger of the right hand, allow the end of the first finger to extend over the top of the stick and bring the second finger close to the side of it as shown in the illustration. To make the wheel revolve from left to right, allow the end of the first finger to rub along the top edge of the notches; then to reverse the direction, relieve the pressure of this finger and press the second finger against the other edge of the notches. Observers are easily mystified as to how it is done. (Model and drawings by A. Neely Hall.)

SWAN Toss

A table or parlor game that is easily sawed out of thin wood or wall board uses the pattern of a swan, fruit-jar rubbers for rings, and a piece of board 5" x 7" and about $\frac{3}{8}$ " to $\frac{1}{2}$ " thick. Cut out swan and slot the thickness of the material used. When playing, place swan upright in slot "B" in base. Also cut out round hole $3\frac{1}{8}$ " in diameter for holding jar rubbers when not in use. The whole game can be folded up and fitted into a box cover for keeping. The



The Magic Pin Wheel.



HOW TO OPERATE

This is a good first- or second-day project.

It could be taken home.

It has advertising value.

MATERIALS:

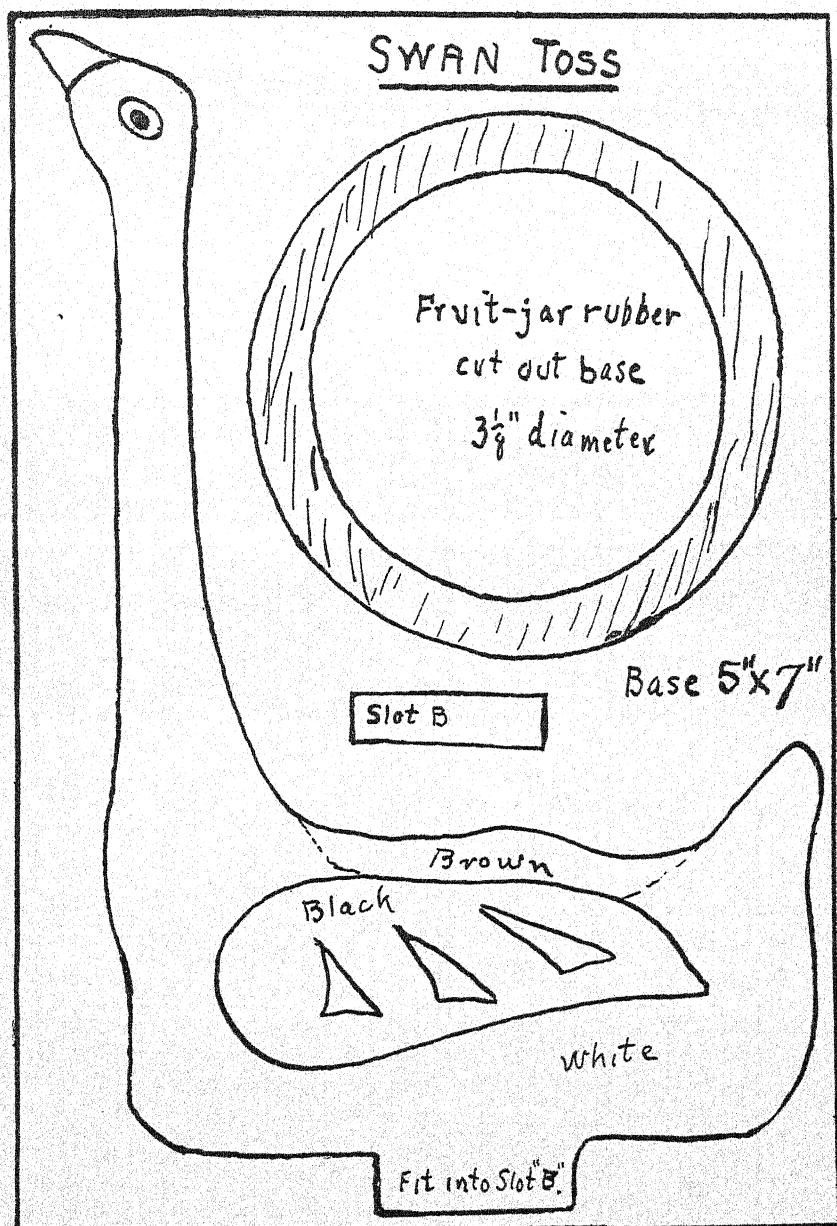
A square stick $\frac{3}{8}$ " by 5" long.

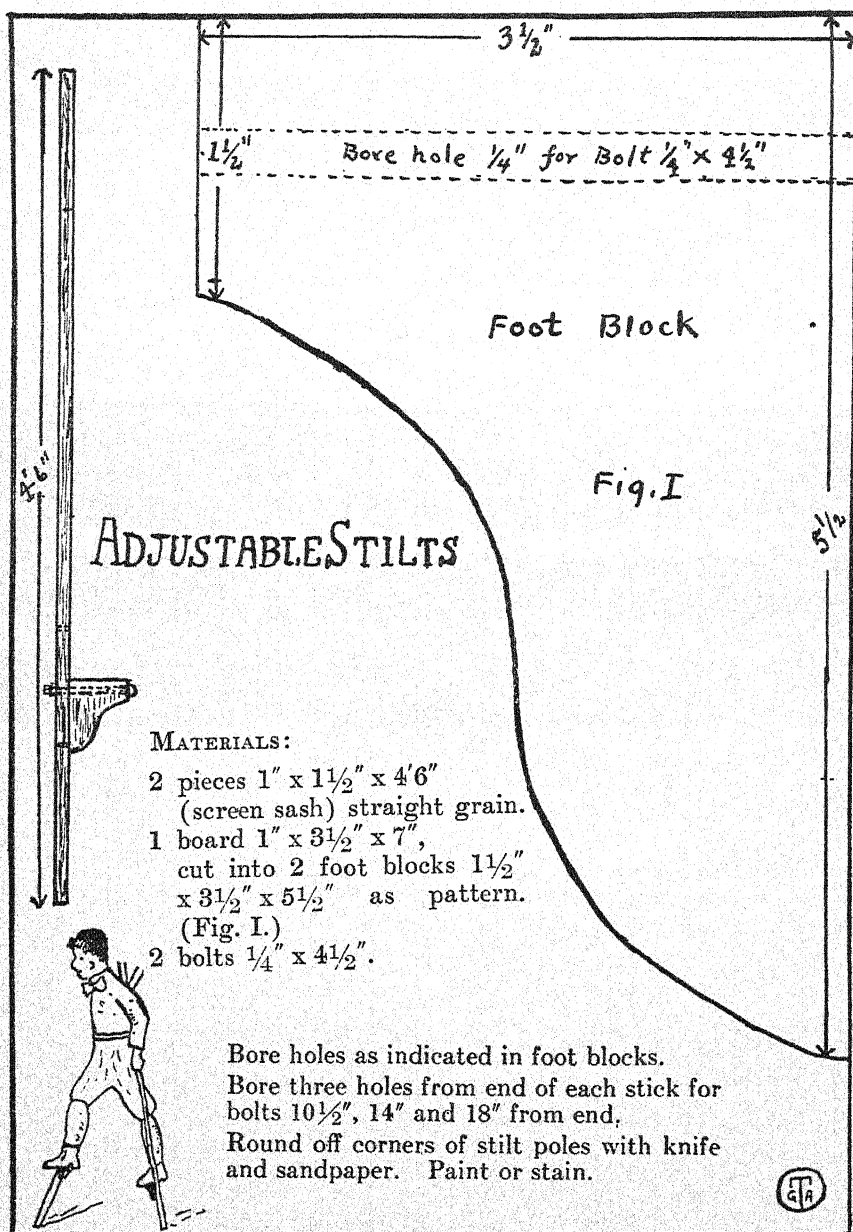
A thin piece of wood $\frac{1}{4}$ " by 1".

Notch stick having notches even.

Pivot thin piece or chip to end of stick with pin, through exact center. Drive pin in straight. Have hole large enough for free play.

(Model and Drawings by A. Neely Hall.)





pattern for the swan may be permanently mounted if desired on a thin board 4" x 6" or any size desired. Paint according to suggestions given on pattern. Distance and rules for counting may be decided by the players.

ADJUSTABLE STILTS

Stilts can be used anywhere.

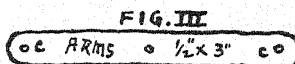
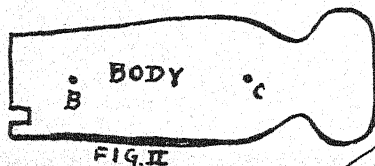
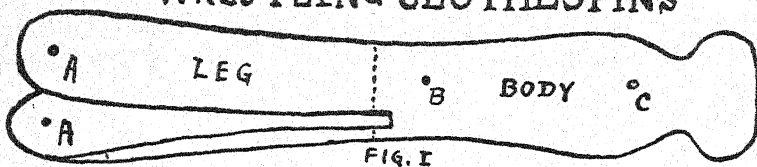
There is great fun as well as healthful exercise in walking on stilts. Any boy can make a pair for himself. Two sticks at least 1" thick, 1½" wide, and about 4'6" long will answer the purpose. Any lumberyard can supply sticks such as are used in making frames for window screens. The foot blocks may be sawed out of a board 1" thick, 3½" wide, and 7" long. Follow the pattern given and two blocks can be made from this one piece. An auger and bit and vise for boring the hole through the block will be needed. If your school does not have a quarter-inch bit, get some man in the church to bore the holes. All the wood should be straight-grained and free from knots. The corners of the sticks should be rounded off with a knife and sandpapered to make them easy to grip with the hands. Paint or stain to suit the fancy of the owner. The size may be varied, and the height of the foot block adjusted to the ability of the user.

WRESTLING CLOTHESPIN

An amusing toy is easily made out of two clothespins and two strips of thin wood. This toy might be sent to a children's home or hospital. Even an invalid when convalescent enough to sit up in bed could fasten one end of the string which makes the men wrestle to the foot of the bed and work the string to make the toy men wrestle.

Four holes are bored through the clothespins with a bradawl or small drill. Then the lower part is cut off to make the legs. Small flexible wire is used to fasten the legs to the body. Two thin strips of wood about ½" wide and 3" long serve as arms for the two wrestlers. In operating the wrestlers, if the room is dimly lighted and the string held by the operator is kept behind him, those seeing the tiny figures wrestle may be mystified as to how it is done. Street vendors sell a similar toy at Christmas time but any boy can make it for himself. Wire such as is used for wiring stovepipe may be secured at any hardware store. Loop the ends of the wires after fastening the parts loosely in place, so that they will not slip off.

WRESTLING CLOTHESPIN



- MATERIALS:**
 Two clothespins.
 Small wire (stovepipe wire).
 Two thin strips of wood $\frac{1}{2}$ " x 3".
 Strong black thread.
- TOOLS:**
 Coping saw.
 Knife.
 Bradawl or drill.

DIRECTIONS: Bore or drill four holes in each clothespin as indicated in Fig. I. Saw as indicated by dotted line Fig. I. Run wire through "A" fastening at "B." Loop ends of wire to make legs secure, but do not fasten too tight; allow free movement.

Fasten two strips $\frac{1}{2}$ " x 3" for arms, to the two bodies at "C" "C."

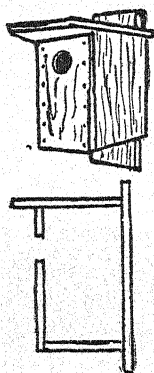
Take piece of strong black thread 10" long. Tie one end to middle hole of one side arm. Make loop in other end at "F" Fig. IV.

Take piece of same thread 10' or longer. Tie one end through other side arm.

To operate: Fasten thread at "F" to floor, or leg of chair. Take hold of far end of string "H," holding it so wrestlers just touch the floor with their feet. By jerking string wrestlers will go through amusing antics.

BUILD BIRD HOUSES AND MORE BIRD HOUSES

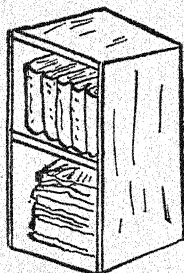
Birds eat most of the insects that destroy crops. A well-known entomologist claims that if birds became extinct the world would become uninhabitable for man. Therefore build bird houses and hang them up where food grows.



The floor surface of a bird house for wrens or other small birds should be about 4" square and about 10" high. Bluebirds need a slightly larger house. The entrance of the hole for wrens should be $1\frac{1}{4}$ " in diameter. 6" x 6" x 6" are the dimensions for the home of the song sparrow and for the majority of birds, the entrance hole varying with the size of the bird. Comfort and safety are the requirements for a bird house. Perches are not necessary. Roofs should be tight but floors need not be. Houses should be ventilated by two $\frac{1}{2}$ " holes bored in each side near the roof. Entrance holes should be near the top, in front. If cats are troublesome, use a tin guard around the tree or pole. With these suggestions let the boys work out their own designs for houses. Boxes should be made of seasoned wood.

BOOKCASES, FILING CASES, MAGAZINE RACKS
(From Store Crates)

Baskets, boxes, and crates are strong and serviceable. Often they are thrown out by the storekeeper. An orange or lemon crate stood on end will serve as a rack for magazines or books. Girls can use this project, covering the crate with cretonne or wall paper. Boys can use this project, covering with wall board and painting. If case is smooth, it may be painted, without other covering.



Crates used as suggested above have been seen in offices used as filing cases. They have the advantage of being sectional, and uniform in size. In one church the choir used attractive crates of this sort to file the music the choir owned. A few of these cases around a church would help to solve the matter of a place for songbooks when they are not needed. Why not let each pupil make

a case for the church and a case for his or her own home? Why buy costly sectional bookcases when crates can be made to do a like service?

GIRLS' PROJECTS

The following list of projects is offered for girls. The hand-work is of such a varied character that it will be found adaptable to different ages, and to conditions wherein equipment may not be so adequate as may be needed for more advanced work. These projects have in them certain social values, as they call for articles which can be used by others, in the home, or in the school or group itself. Some of the articles lend themselves to being used as gifts. The children should be encouraged to make contributions of their own work to others. Toys may be made in duplicate, if time permits, or the child may be allowed to select those pieces she wishes to give to others. Cultivate the missionary spirit in this connection, and plan to make up a box for some other field where a Vacation School has never been held, and where some of the interesting things the children have made may be a stimulus to other children to copy them, and to become interested thereby in the spirit and purpose of the Daily Vacation Bible School.

The articles suggested for girls to make include:

- A Group of Wall Paper Projects
 - Boxes
 - Screen for Telephone
 - Wall Plaques
 - A Luncheon Set
- Handy Telephone Pad and Pencil Holder
- Coat Hanger
- Handy Sewing Basket
- Scrapbook
- Doll's Cradle
- Duster Bag
- Kitchen Receptacle
- Door Porter
- Group Service Projects
 - Post Office for Sunday School
 - Banner Staff and Base

WALL PAPER PROJECTS

Girls can make many useful and inexpensive articles from a roll of wall paper. Attractiveness and real durability are possible in this craft, with almost limitless project possibilities. Wall paper, paste, tape, cardboard, cheesecloth, paper boxes are easily obtained and serve as basic material.

How to make paste.—One of the important needs in addition to the roll of wall paper is paste. In most cases the paste used is flour paste, made as follows: To $\frac{1}{4}$ lb. of flour slowly add cold water, until a stiff dough is formed. Stir this until all the lumps have disappeared. Add cold water to thin it down but be careful not to thin it down too much. Add a teaspoonful of powdered alum. Stirring briskly, add boiling water until the flour has a glossy appearance. When it is done it thickens to the consistency of ordinary library paste. Allow it to cool and it is ready for use.

Things to make.—It is not possible in the scope of this book to give a complete list of things to make, or to illustrate them. A number will be described as to materials and dimensions. The girls themselves should be enlisted to use their creative genius and work out projects of their own. There is great value in a challenging task.

Useful boxes for the home.—For the girl's own room, shoe, lingerie, and hat boxes can be covered with a white, flowered wall paper. Perhaps paper can be brought from home that will harmonize.

Materials needed: wall paper; boxes; paste; handles; paper fasteners; shellac.

Directions: Measure the length needed for the four sides of the box and cut a strip of this length and $1\frac{1}{2}$ " wider than the width of the box. Measure and cut a strip for the edge of the cover also allowing $1\frac{1}{2}$ " in the width. Measure the top and cut an oblong $\frac{1}{8}$ " less in length and width than these dimensions. Cover one side of the box with flour paste and lay the strip of paper on so that three quarters of an inch extends over the top and bottom edges of the box. Apply the paste to the three other sides of the box in succession and put on the paper. It is best to press the paper on with a clean cloth, rubbing it in a lengthwise direction. If any paste gets on the paper, it will not stain, but this should be avoided as far as possible. When the box has been covered and also the cover has been papered, allow to dry and then shellac. Attach small brass handle with paper fasteners.

A simple screen to hide the telephone.

Materials needed: three-paneled telephone-screen frame, $12\frac{3}{4}$ " by $14\frac{1}{2}$ "; black *passe partout* tape; wall paper; tissue paper; paste; shellac.

Directions: Cut narrow strip of tissue paper, apply paste to wires of frame, and wind tissue paper around them. When the paste is dry take a piece of wall paper $12\frac{3}{4}$ " x $14\frac{1}{2}$ " and stretch it face down on a board by means of thumb tacks. Put paste on wires which form center panel of the frame, and lay it on the paper in the center, pressing it firmly on. When this is dry, do the other two panels in the same way, allowing one to dry before doing the other. Bind the edges with black *passe partout* tape and put strips half the width of the tape down the wires of the center panel. Shellac the screen.

Wall plaques.

Materials needed: large motif of wall paper; paste; cardboard 22 " x 28 "; shellac.

Directions: Cut out the motif. You can probably get one about 14 " x 18 ". Paste half the motif on the cardboard, smoothing it carefully and then paste the other half. Shellac it. If it should curl up, you can flatten it out again by laying it under some heavy books. Cut a hole at the top, through which a 6 " black cord is drawn and knotted to form a loop.

A luncheon set that needs no laundering.

Materials needed: three yards of wall paper; one and one-half yards of thin muslin, 36 " wide; two pieces of black bias tape, $15\frac{5}{8}$ " wide; paste; shellac.

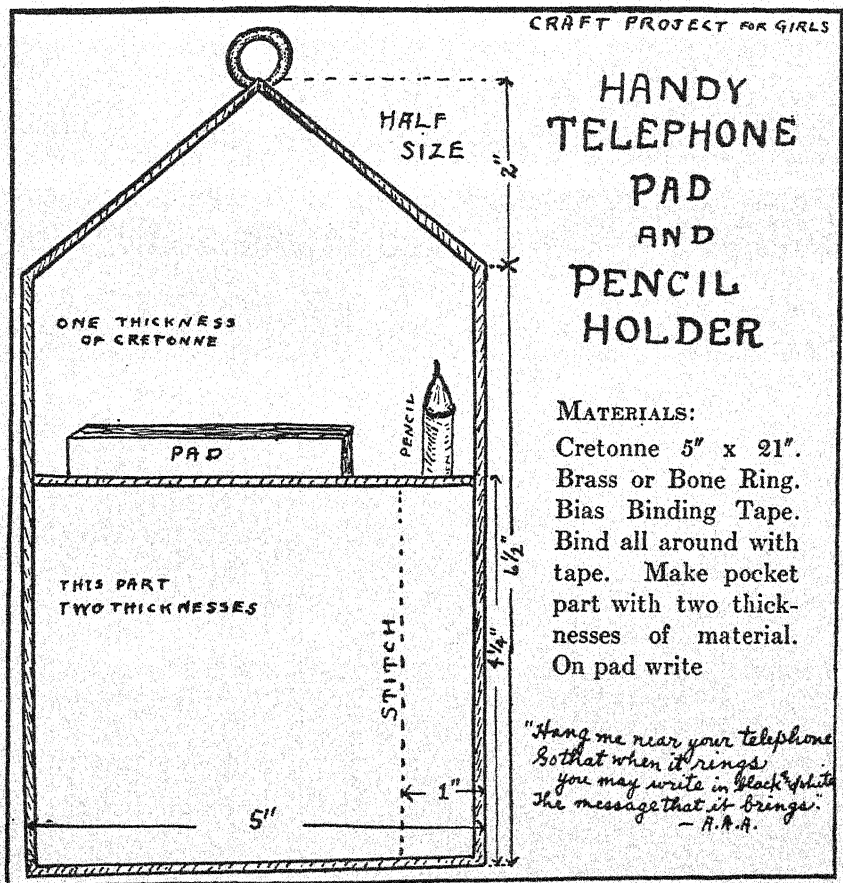
Directions: Cut a strip of wall paper and of muslin 16 " x 51 "; also cut four 12 " squares of the paper and of muslin. Spread a thin coat of paste on the back of a square of paper, putting the muslin on it and pressing it down firmly. Do likewise with the other three squares. The runner is done in the same way, only it is well to cover about one third of the length with paste, then put on the muslin, then paste along a little of the length, press down the muslin, and continue until the entire piece is done. After the paste is dry, shellac the paper surface, and when this is dry bind the edges with bias tape, pasting it on. It is easiest to apply the tape by cutting it into strips the length needed for one edge. After the muslin is pasted on lay under heavy books to keep from wrinkling.

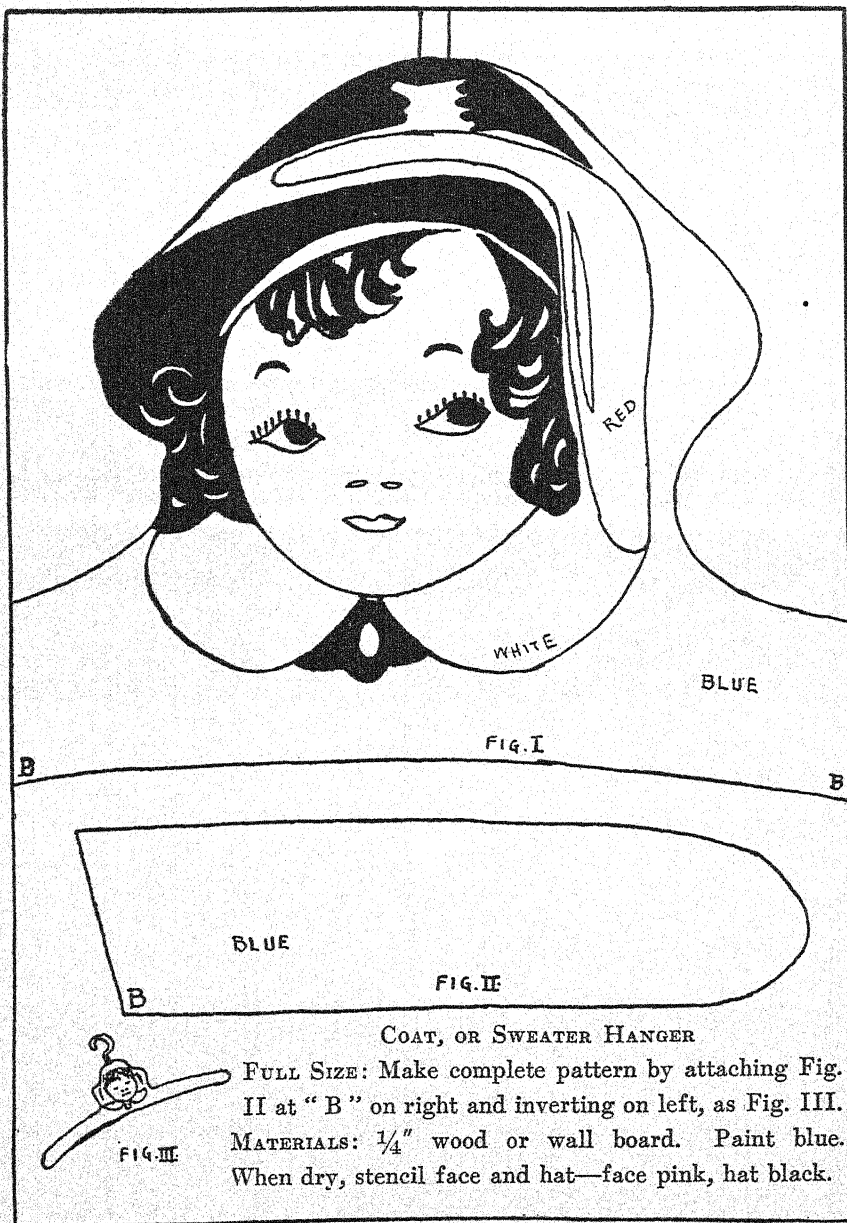
HANDY TELEPHONE PAD AND PENCIL HOLDER

A pattern and details are given for making a useful article for the home. It may be used at the telephone. It would be handy for mother's kitchen for jotting down things to be ordered from the store. If used as a gift, write on the pad,

"Hang me near your telephone
So that when it rings,
You may write, in black and white,
The message that it brings."

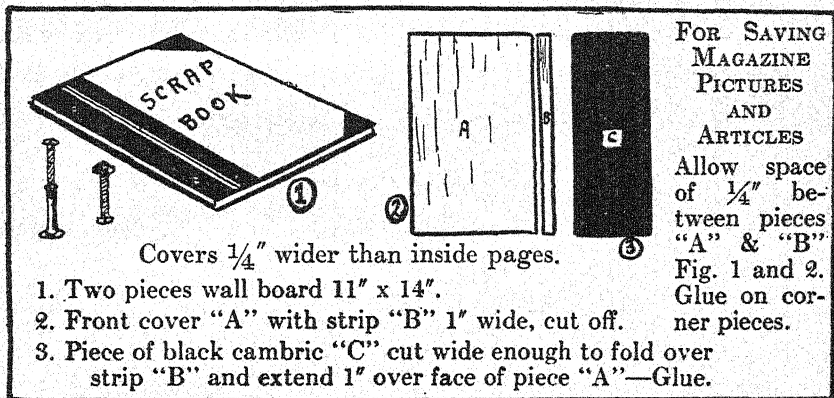
—Alice Arnold Albert.





COAT OR SWEATER HANGER

This is a good practical project for girls to make either for their own clothes closet or as a gift. Make stencil pattern exact size shown. Use thin wood or wall board, sawing out with scroll saw (the boys in the school will gladly saw out if girls mark material). Use a large screw hook—curtain-pole hook will do—or heavy wire for hanging. A large cup hook will do in case a larger hook cannot be obtained. A screw eye and piece of heavy wire for hook will also serve. Paint entire hanger a light blue. When dry, stencil face, hat, et cetera. Paint face pink, hat and hair black, ribbon on hat red, collar white. Each girl might make several if desired. By laying off pattern carefully on material to be used there need be little waste.

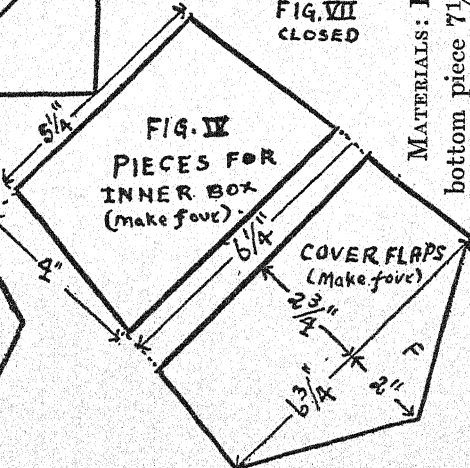
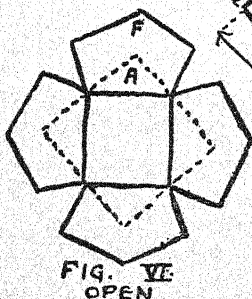
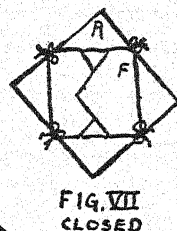
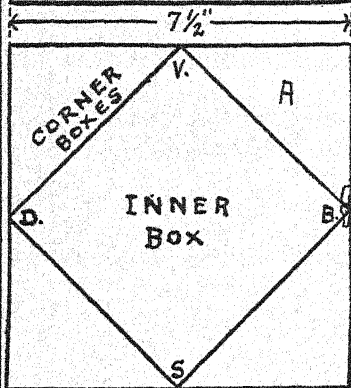
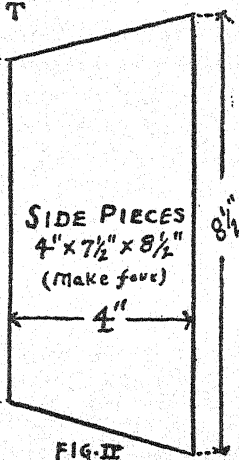
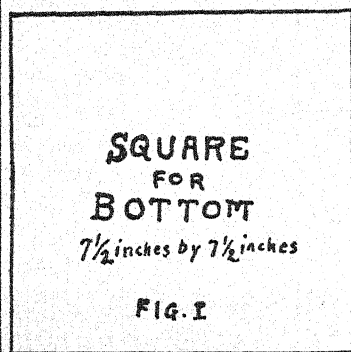


SCRAPBOOK

A scrapbook large enough to accommodate pictures and clippings from the home magazines is very desirable. The inside pages should be a quarter of an inch smaller than the covers. Wrapping paper if unwrinkled will do. For binding posts, screw posts may be used; if not able to secure these, use stove bolts of desired length. A scrapbook of this sort will be of use in poster-making, for saving picture material. (Pattern by A. Neely Hall.)

CRAFT PROJECT FOR GIRLS

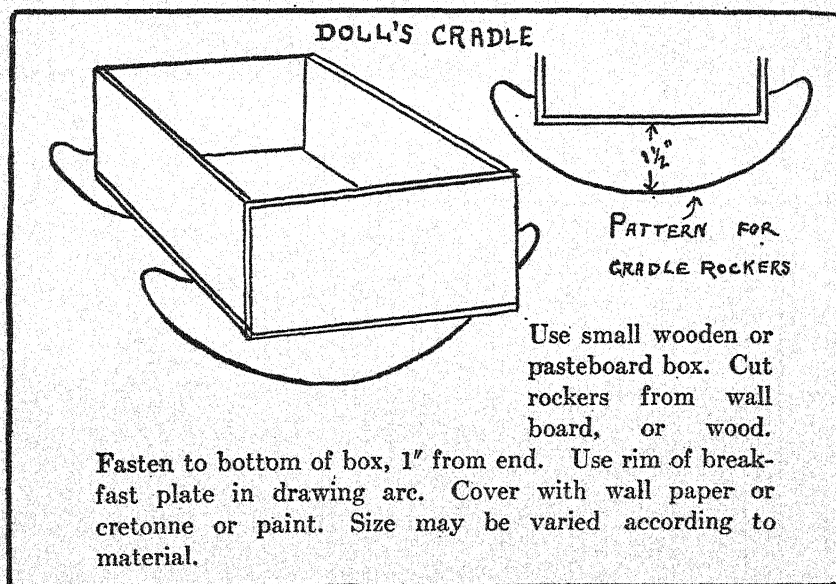
HANDY SEWING BASKET



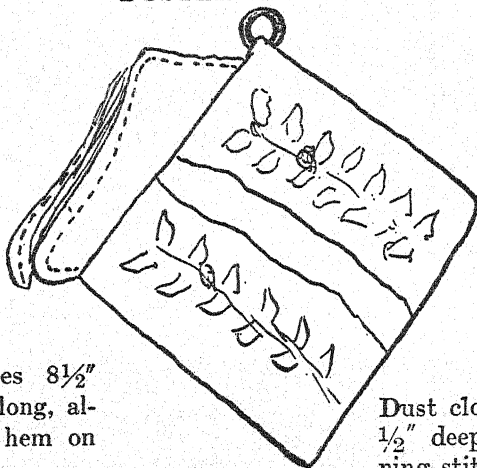
MATERIALS: Heavy cardboard and 1 1/4 yds. of crêtonne 36" width.
bottom piece 7 1/2" x 7 1/2", Fig. I; 4 sidepieces 4" x 7 1/2" x 8 1/2", Fig. II;
4 inner box pieces 4" x 5 1/4" x 6 1/4", Fig. IV; 4 cover flaps 4 3/4" x 6 1/4"
by 6 3/4" at widest part. Sew lower edge to top edge of inner box, Fig. III.

HANDY SEWING BASKET

This is a project easily made of inexpensive materials. Let each girl make one basket for herself, and another as a service gift. A complete set of patterns should be made from thin cardboard or "oak-tag board." Use heavy cardboard for the outside box, the inner box, and the cover flaps, making the thirteen pieces required. Cover each piece with cretonne, silkalene, or cambric. About $1\frac{1}{9}$ yards of material are needed, if goods are thirty-six inches wide. In cutting cloth put the longest side of each piece of pasteboard on fold of the cloth and cut $\frac{3}{8}$ " larger than pattern, on all sides. Place long edge of pasteboard in the material; turn one of the raw edges over the pasteboard. Fold down the corresponding raw edge evenly, pin to place, and "whip." Continue with all raw edges. Sew lower edge of cover flaps to top edge of inner box, and fasten diagonally into outer box. Bows of ribbon fastened at the four corners, D, V, B, S (Fig. III) add to the appearance. Two colors of material may be used to line the triangular corner boxes or the sides of the inner box. This makes an excellent Christmas gift, or would find a ready sale at a church bazaar. (Pattern by Alice Arnold Albert.)



DUSTER AND BAG

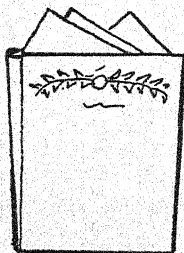


Bag measures $8\frac{1}{2}$ " wide, $10\frac{1}{4}$ " long, allowing $1\frac{1}{4}$ " hem on top.

Dust cloth has hem $\frac{1}{2}$ " deep with running stitch of green embroidery cotton.

MATERIALS:

- Two pieces of pale yellow and green figured cretonne.
- One square yard of white cheesecloth.
- A bone ring.
- Pale green mercerized cotton.



A KITCHEN CONVENIENCE

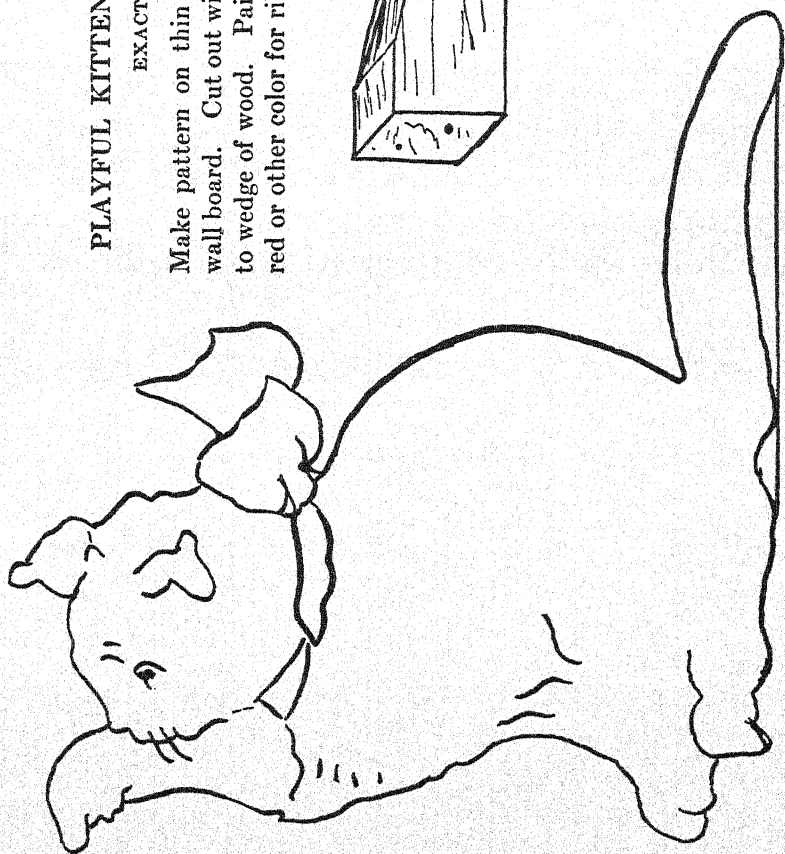
A RECEPTACLE FOR BAGS AND PAPERS, FOR THE KITCHEN

Take a piece of wall board or wooden box cover about $12" \times 15"$. Bore or cut hole in center one inch from top, for hanging to kitchen or pantry door. Decorate paper or oilcloth before attaching to board. Make a 1" fold in oilcloth to allow for thickness of papers. Oilcloth should be two inches larger than supporting back. Lap edge an inch over rear and tack.

PLAYFUL KITTEN DOOR PORTER

EXACT SIZE

Make pattern on thin paper, then trace on wall board. Cut out with scroll saw. Fasten to wedge of wood. Paint black or gray, with red or other color for ribbon.



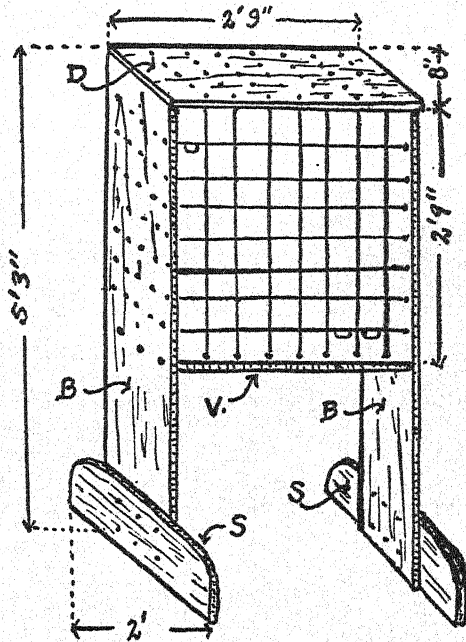
GROUP SERVICE PROJECTS

Post office for church and Sunday school.—Every church and Sunday school can use a post office to advantage. Sunday-school quarterlies and supplies such as Sunday-school papers can be distributed accurately and without waste if each member or family has a box. The post office illustrated is easily made and may be used as a group service project. It can be moved from one floor to another or to different parts of the same floor, and is more convenient than if built upon the wall of a vestibule or hallway. The size is such that it can serve as one unit of a number of such post offices. If wire rods are used for partitioning off the pigeonholes, a hack saw or file can be used for cutting to length. This model is in effective use in the Presbyterian church at Greeley, Kansas.

Banner staff and base.—In many cases Sunday-school banners, pennants, or special awards are hung on the wall. There is value in having a staff for each banner so that it may be alongside the class or in the department entitled to it. For a staff a rug pole or curtain pole will make a good banner or flag staff, and a brass ball such as is sold for curtain-pole ends will do for the head. If the pole is rough, sandpaper and then paint or varnish. A four-wing base as shown in Figure I and detailed in Figures II, III, and IV, is easy to make. The four wings may be cut from wood $\frac{3}{4}$ " to $\frac{7}{8}$ " thick. By lapping their ends as shown in Figure III, all are of equal length. Leave an opening $1\frac{1}{2}$ " square at the center for a pocket. Nail shoe blocks, V, to the ends and cut a cap block, B, to fit over center of opening, Figure III. Bore a hole in the block the size of the staff. Nail a block of similar size to underside. Drive a nail through one of wings into staff to keep it from coming out when carried from place to place.

Let the girls make a banner, different girls cutting out the letters and doing various work upon it. One Sunday school made a dozen or more staffs with stars on the top as shown in Figure V., and every Sunday awarded one to each class that had a perfect attendance. A banner went to the class that had the best record as a star class. Cut out a pattern for star by describing a circle with a compass, using a radius of three inches. Divide (by trial) the circumference into five equal parts. Make the star of wall board, heavy paper, or tin. Finish the star with bronze paint or cover with gilt paper.

POST OFFICE FOR CHURCH AND SUNDAY SCHOOL



CLASS OR GROUP SERVICE PROJECT

MATERIALS:

D. 1 Top Board 2' 9" x 8".

V. 1 Bottom Board 2' 8" x 8".

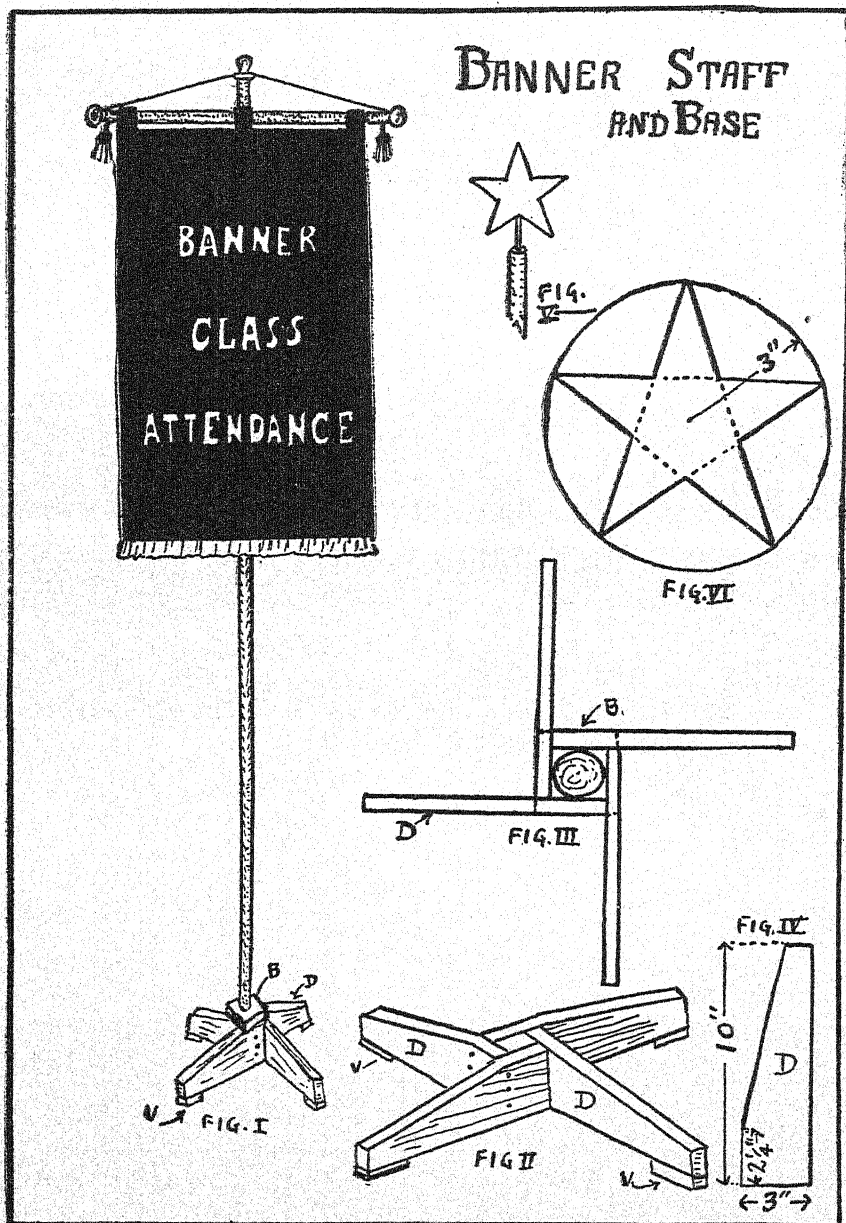
B. 2 Side Boards 5' 3" x 8".

S. 2 Base Boards 2' x 8". Round off top corners.

Heavy wire, or light can be used—pull tight. Name plates cut from tin cans.

Covered with gummed paper tape. Boxes may be used for interior of case or wall board for pigeonholes 4" square.





PART IV
BIBLIOGRAPHY

PART IV

BIBLIOGRAPHY

A few helpful books are suggested for the guidance of the teacher who wishes to gain further assistance in the work of the Daily Vacation Bible School.

Music: "Alleluia." Published by the Westminster Press, Philadelphia. All hymns suggested in this program are taken from this volume.

"Manual with Hymns, Songs, and Marches for Use in Daily Vacation Bible Schools," Boville. Century Press. Very good—the result of years of testing.

Worship: "Training the Devotional Life," Weigle and Tweedy. Yale Press. A standard work.

Habit Talks: "As the Twig Is Bent," Limouze. Westminster Press. Practical talks worked out in the schools.

Games: "Games for the Playground, Home, School, and Gymnasium," Bancroft. Macmillan Company.

Missions: "Into All the World," Limouze. Westminster Press. Foreign-mission study book for the Daily Vacation Bible School. "Seeing America for Christ," Limouze. Westminster Press. Home-mission study book for the Daily Vacation Bible School. Both above books have complete programs, handwork, et cetera, which may be of value to anyone seeking to expand the program given in this book.

Craft Work: "Church and Sunday School Hand Craft for Boys," A. Neely Hall. Doran.

"A Manual of Craft Work," First Series and Supplement. Westminster Press.

For further information write to Walter D. Howell, Presbyterian Board of Christian Education, Witherspoon Building, Philadelphia, Pennsylvania.